

Spring Independent School District
Booker Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Our goal is to build a learning community that promotes academic and social development which will empower students to achieve excellence.

Vision

Spring Independent School District will be a district of choice known for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect.

We win as a team.

Comprehensive Needs Assessment

Revised/Approved: June 21, 2018

Demographics

Demographics Summary

Carolee Booker Elementary is an eleven-year old, PreK-5th grade, Title I campus in Spring ISD located in Spring, TX. This improvement plan focuses on the 2018-2019 school year with the demographic information coming from the data provided in May 2018. Student enrollment at Booker Elementary continued to decrease during 2017-2018, a pattern we have seen for the last four years. Enrollment decreased from the previous year by 0.1 percent. May enrollment data shows that 850 students are enrolled and Hispanic student group is growing the fastest: 528 (62.1%) are Hispanics, 250 (29.4%) are African American, 10 (1.2%) are Asian, 16 (1.9%) are white, 43 (5.1%) are American Indian or Alaska Native, and 3 (0.4%) are Two-or-More Races.

The 16.2% student mobility rate for Booker Elementary is below the state average of 16.5%. ADA for the 17-18 year was 95.6%. Attendance rates have steadily increased over the last six years. At 95.6%, the attendance rate is above the school district. The campus attributes this achievement to a strong partnership with parents and a focus on high-quality education. The campus serves six neighborhoods. There are 9 bus routes serving the school. Booker Elementary's student groups include 434 (51.1%) English Language Learners (ELLs), 39 (4.4%) Gifted and Talented, and 67 (7.9%) Special Education. Additionally, 659 (77.5%) are economically disadvantaged, 707 (83.2%) are identified as at-risk.

Demographics Strengths

Carolee Booker Elementary has many strengths. Some of the most notable demographics strengths include:

- No students withdrew during 2017-2018 because they were unhappy with our campus. Booker Elementary is very accepting of new students regardless of race or ethnicity.
- Booker Elementary attendance rate is above the school district.
- Ethnic breakdowns are consistent with the previous 2017-2018 year.
- Student tutorial attendance is high
- Student-Teacher Ratio
- Less students testing in Spanish, more students testing in English
- Bilingual funds are utilized to target all LEP students' academic needs in Language Proficiency
- Title 1 funds utilized to target low performing students' needs
- Eight students that went through the RTI process were referred for Special Education testing and five qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data from the April 2018 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and ELL learners. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. **Root Cause:** It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.

Problem Statement 3: Attendance rate needs to be monitored and improved. **Root Cause:** High mobility rate is one of the main causes of our low attendance.

Problem Statement 4: There is a gap between African American and Hispanic students across all grade levels in Reading of 18 points; 18 points in Math; & Science 19 points as measured by STAAR. **Root Cause:** African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach to planning during PLCs and professional development.

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in three state accountability areas. For the 2017-2018 school year, Booker Elementary met all three targets:

- Domain 1-Student Achievement: Scaled Score 74% (Component Score: 38%) Index 1- Student Achievement: 65%
- Domain 2-Student Progress: Scaled Score 74% Academic Growth: Scaled Score 74% (Component Score: 71%) Relative Performance: Scaled Score 70% (Component Score 38%)
- Domain 3-Closing the Gaps: Scaled Score 74% (Component Score: 65%)

These scores result in Booker Elementary receiving a **2018 Texas Accountability Met Standard Rating**.

On the 2018 STAAR, the following scores for all grades show the percentage at Approaches Grade Level or Above:

- All Subjects - 66% (State % and District %)
- Reading - 67% (State % and District %)
- Math - 74% (State % and District %)
- Writing - **38%** (State % and District %)
- Science - 66% (State % and District %)

A deep analysis of the above scores by grade level and by each student group reveals that 5 groups have shown positive growth when comparing the 2018 STAAR data. Among nine different STAAR exams given at three grade levels, 40 different student groups were analyzed. Only 15 groups showed a decrease in scores between 2017 and 2018. All 11 groups have been analyzed by individual student scores and academic standards. Accelerated Individual Plans (AIP) will be implemented to accelerate learning and close this gap. Booker Elementary missed the following system safeguards:

- Academic Achievement Status: All students (Reading 44% & Math 46%); African American (Reading 32% & Math 31%); Special Ed (Math 23%); and Continuously Enrolled (Reading 46% & Math 47%)
- Growth Status: Hispanic (Math 69%); ELL (Math 68%); and Continuously Enrolled (Math 71%)
- Student Success Status: All students (47%); African America (36%); American Indian (46%); ED (38%); SPED (23%); and Continuously Enrolled (48%)
- Additional Targeted Support: American Indian 0%

While the campus is not showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2018 STAAR scores listed below:

- 3rd Grade Reading: 80% LEP - 33% Special Education
- 3rd Grade Math: 80% Hispanic - 33% Special Education
- 4th Grade Reading: 60% Hispanic - 31% Special Education
- 4th Grade Math: 75% AM/AI - 25% Special Education
- 4th Grade Writing: 38% Hispanic/Black - 19% Special Education
- 5th Grade Reading: 74% LEP- 33% Special Education
- 5th Grade Math: 83% LEP - 42% Special Education
- 5th Grade Science: 70% Hispanic - 25% Special Education

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. As stated earlier, individual students will be targeted for Accelerator Intervention Plan (AIP). Teachers also study the goal of the campus is to close the gaps between LEP and Special Education student groups with a special emphasis on the African American Special Education student group.

On the 2017-2018 EOY DRAs, the following scores for all grades show the percentage at Grade Level or Above:

- Kindergarten overall on grade level - 80%
- 1st Grade overall on grade level- **48%**
- 2nd Grade overall on grade level- 75%
- 3rd Grade overall on grade level- **63%**
- 4th Grade overall on grade level- 75%
- 5th Grade overall on grade level- 72%

On Demand EOY narrative writing reveals the following:

- Kindergarten mastery- 67%
- 1st Grade mastery- 62%
- 2nd grade mastery- **33%**
- 3rd Grade mastery- **46%**
- 4th grade mastery- **52%**
- 5th Grade mastery- **48%**

End of the Year Assessment reveals the following:

- 1st Grade Reading- 74%
- 1st Grade Math- 87%
- 2nd grade Reading- 73%

- 2nd grade Math- 71%

End of the Year iStation reports reveals the following:

- PreK Tier 1- 30% Bilingual- 79%
- Kindergarten Tier 1- 44% Bilingual- 80%
- 1st grade Tier 1 - 30% Bilingual- 80%
- 2nd Grade Tier 1- 58% Bilingual- 70%
- 3rd Grade Tier 1- 49% Bilingual- 62%
- 4th grade Tier 1- 41% N/A
- 5th Grade Tier 1- 27% N/A

On the 2017 TELPAS, the following yearly progress composite rating for all grades show the percentage at least 1 proficiency Level:

- 26% of our students in grade 1st progress at least 1 proficiency Level. (Kinder 2016- No Data)
- 72% of our students in grade 2nd progress at least 1 proficiency Level. (1st grade 2016- 39% +33 points)
- 59% of our students in grade 3rd progress at least 1 proficiency Level. (2nd grade 2016- 63% -4 points)
- 76% of our students in grade 4th progress at least 1 proficiency Level. (3rd grade 2016- 48% +28 points)
- 63% of our students in grade 5th progress at least 1 proficiency Level. (4th grade 2016- 67% -4 points)

When looking at this variance, it is important to remember that the student groups vary in size. Overall this 2017 school year 61% of our students in all grade levels progress at least 1 proficiency Level.

Student Academic Achievement Strengths

Booker Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

- Domain 2-Student Progress: Scaled Score 74% Academic Growth: Scaled Score 74% (Component Score: 71%) Relative Performance: Scaled Score 70% (Component Score 38%) 2016-2017 Index 2 - Student Progress: 53%
- Domain 3-Closing the Gaps: Scaled Score 74% (Component Score: 65%) 2016-2017 Index 3 - Closing Performance Gaps: 35%

Index 2: Student Progress by 18 points; and Index 3: Closing Performance Gaps by 34 points While we are pleased to see growth in only two Domain scores, we are concerned about our overall score for Domain 1: Student Achievement being a Scaled Score 74% (Component Score: 38%).

Data reveals that LEP and Hispanic student groups have shown positive growth when comparing the 2017 STAAR to the 2018 STAAR data:

- Improved overall in Math by 1 point.
- improved overall in Reading by 1 point.
- Improve African Americans overall by 1 point
- 3rd Grade Reading: 80% LEP
- 3rd Grade Math: 80% Hispanic
- 4th Grade Reading: 60% Hispanic
- 4th Grade Math: 75% AM/AI -
- 5th Grade Reading: 74% LEP
- 5th Grade Math: 83% LEP
- 5th Grade Science: 71% Hispanic

The 2018 Accountability Report indicates we did not hit state target with our African American population, Economically Disadvantaged population, Special education population and all subgroups in writing. We decreased in our overall writing by 19 points. While LEP population is showing the greatest growth in each grade level.

According to the EOY DRA the following grade levels have shown positive growth comparing to last year DRA Data to 2018 DRA Data:

- Kindergarten overall on grade level - 80%
- 2nd Grade overall on grade level- 75%
- 4th grade overall on grade level- 75%
- 5th Grade overall on grade level- 72%

The campus will continue to focus on increasing the number of students reading at or above grade level as measured by the DRA. We struggled this year to meet the campus goal of increasing on level DRA scores by 10% for all grade levels.

An in-depth study of data from various sources reveals the following:

- First Grade End of the Year Reading Assessment scores are at 74% passing and Math at 87% passing.
- 2nd Grade End of the Year Reading Assessment scores are at 73% passing and Math at 71% passing.
- End of the Year iStation report indicates a growth in the number of students in Prek-2nd Bilingual students that achieved Tier 1 status.

According to TELPAS yearly progress composite rating for all grades when comparing the 2016 TELPAS to the 2017 TELPAS data:

- 72% of our students in grade 2nd progress at least 1 proficiency Level. (1st grade 2016- 39% +33 points)

- 76% of our students in grade 4th progress at least 1 proficiency Level. (3rd grade 2016- 48% +28 points)

We improved overall in 2nd grade by 33 points and 4th Grade by 28 points. Overall this 2017 school year 61% of our students in all grade levels progress at least 1 proficiency Level giving us an increased of 2 points.

- Content area tutorials made available to students
- Disaggregate Data by subgroups, grade levels and content
- Weekly grade level meetings to discuss student progress (PLC)
- Data Analysis (Item analysis is done by each teacher for each assessment)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All students across 4th grade level have a 38% pass rate on STAAR writing and scores have decreased over the last two years. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. **Root Cause:** Lack of implementation and monitoring of educational programs in classrooms.

Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. **Root Cause:** Lack of implementation of educational programs in classrooms.

School Processes & Programs

School Processes & Programs Summary

A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the scope and sequence curriculum document. Data driven decisions for improvement in scope and sequenced curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Embedded professional development, increased use of scope and sequence curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at Booker Elementary. Each 9 weeks, all grade level teams map out the specific skills and standards that will be taught for the upcoming quarter.

Assessment plays a major role in decision making and take on many different forms at Booker Elementary. Authentic assessments drives us to improve, innovate, and develop action plans based on strategic goals. The campus is committed to offer much room for new learning and changes in the written, taught, and assessed curriculum areas. Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are the four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2018-2019. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon DRA, Istation, Dreambox, as well as campus and district assessment. Third through fifth grade focus on STAAR, IStation, Think Through Math, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students. In addition, we have a full time librarian to support strong literacy foundation for all students.

Weekly grade level PLCs are held with the principal, campus curriculum specialist, Literacy Coach and Math Coach. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharings of each other's talents and thinking and a focus on the right work, keeps PLC members doing whatever it takes to improve student performance.

Student progress is monitored either as prescribed by the intervention at 4-6-week intervals depending on individual students' needs. The RtI committee meetings are held once each month during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these student's needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the Student Support Specialist and the principal. Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process. Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last four years, the campus implemented "WOW Time" for all staff and students. This daily, 45-minute time period is designated for prescriptive interventions based on individual student needs.

Booker Elementary School continues to place a high priority in employing a high-quality, talented staff. Five new teachers joined the Booker Elementary family this year. Each will attend a year-long Ginger Tucker's "The Heart of Teaching" New Teacher Academy and provided by the district and are also being supported by our campus mentoring team. All teachers, including our 5 new teachers, will attend at least one professional development session on campus

each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and a few outside professionals. It is important at Booker Elementary to provide ongoing, very targeted, job-embedded professional learning. In addition to professional development, the weekly PLC meetings mentioned above reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a daily basis to discuss matters related to providing positive school culture and climate. The Parental Liason representative bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and SPRINGISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

Intentional efforts and processes will be piloted to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance. All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

School Processes & Programs Strengths

Booker Elementary has identified the following strengths:

Administration and teachers meet on a weekly basis to analyze data and provide support. Safe Learning Environment for students, administrators and teachers have a professional working relationship in which positive dialogue is exchanged.

- Include at-risk interventions in campus based training plan.
- Use of Response to Intervention (RTI) process to document and address student academic and behavioral issues.
- Providing Professional Learning Community (PLC) each week.
- The Booker Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires. 100% of the certified staff have participated in multiple professional development opportunities during this past school year

Parents and Staff are proud of Booker's Culture and Climate strengths according to the K-12 Survey Reasults, including:

Parents:

- Family Involment: Staff members and families treat each other with respect. 97% Strongly Agree or Agree
- Family Involment: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
- Family Involment: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree
- This school encourages families to volunteer. 93% Strongly Agree or Agree
- School Leadership: School-based administrators (principals and assistant principals) are courteous when I have a concern. 93% Strongly Agree or Agree

The latest TAPR confirms that the number of Booker Elementary teachers with 6-10 years experience (27%) is higher than both the state (22%) and the district (24%).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of writing formative assessments to drive instruction **Root Cause:** Writing Professional Development for teachers

Problem Statement 2: With an enrollment of 850 students, Booker needs to add a K-2 interventionist to assist in the Response to Intervention (RTI), 504, and SSS processes to maintain proper documentation of academics. **Root Cause:** Lack of small Guided Reading intervention.

Perceptions

Perceptions Summary

One of the core beliefs at Booker Elementary is to build a learning community that promotes academic and social development which will empower students to achieve excellence. With this in mind, the entire campus operates under No Excuses University. We believe that all students should have the opportunity to be prepared for college. We believe that every child deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend. Booker exhibits a culture of universal achievement by believing in students and staff, they collaborate around that belief. During collaboration, they align their standards as a team. As teams align standards, they need to assess the standards and manage the data. Then, and only then, can they pursue meaningful interventions with their students. This culture of respect also exists between staff and parents.

Before school started this year, teachers and other staff received CHAMPS training on how to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. The training also included instructional approaches: teacher-directed instruction, class discussion, small group activity, independent work time, sustained silent reading, cooperative groups, and testing or quizzing. Teachers know that in top performing classrooms, time is allotted to learn the expected routines and procedures. Additionally, in an effort to create a climate where students feel respected, teachers review each other's classroom procedures to strengthen clarity and appropriateness. The School Quality Survey (K-12 Survey) given to parents and staff provides evidence that Booker Elementary's efforts are working:

Parents:

- Family Involvement: Staff members and families treat each other with respect. 97% Strongly Agree or Agree
- Family Involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
- Family Involvement: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree
- This school encourages families to volunteer. 93% Strongly Agree or Agree
- School Leadership: School-based administrators (principals and assistant principals) are courteous when I have a concern. 93% Strongly Agree or Agree

Staff:

- Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. 98% Strongly Agree or Agree
- Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 96% Strongly Agree or Agree
- Safety and Behavior: This school is safe. 96% Strongly Agree or Agree
- Safety and Behavior: All students are aware of the safety and security procedures. 96% Strongly Agree or Agree

Booker Elementary analyzes the school context and organization by reviewing discipline records, including student conflicts, all forms of violence, bullying, and DAEP placements. For the last two school years, Booker Elementary School has decrease discipline problems. In fact, there have been significant decreases when compared with prior year. Actual data to support this action includes 66 discipline referrals in 2017-18, as compared with, 70 in 2016-17. Data will be reevaluated every year. It is important to have systems in place so that there is not much interference or distractions from classroom instruction. According to the School Quality Survey we contiues to struggle with student academic support, bullying, discipline and respect:

Parents:

- Academic Support: Teachers give timely and helpful feedback about student work. 12% Strongly Disagree or Agree
- Academic Support: Students are challenged by their schoolwork. 11% Strongly Disagree or Agree
- Student Support: This school offers students a variety of activities and courses. 9% Strongly Disagree or Agree
- Academic Support: This school's learning standards and expectations are clearly explained to students. 8% Strongly Disagree or Agree
- Safety and Behavior: Staff members are responsive when students report bullying. 7% Strongly Disagree or Agree

Staff:

- Safety and Behavior: Discipline is enforced fairly. 13% Strongly Disagree or Disagree
- Student Support: This school offers students a variety of activities and courses. 9% Strongly Disagree or Disagree
- Student Support: Students receive the support they need for academic and career planning. 9% Strongly Disagree or Disagree
- Student Support: Students at this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities. 7%Strongly Disagree or Disagree
- Safety and Behavior: Staff members and students treat each other with respect. 7% Strongly Disagree or Disagree

Therefore, CHAMPS training and bullying training will continue at our campus. In addition, it is a campus expectation that continuous on-site staff development is offered throughout the year including: Blanced Literacy sessions, New Teacher Mentor Meetings and Math Vertical Meetings. Professional Learning Communities (PLC) are held weekly to discuss students success, intervention, lesson plans and professional development support.

As part of a focus on health and wellness and an effort to provide coordinated school health activities, students' academic performance data is compared with other data, such as fitness assessments, attendance, participation in physical education, etc. We continue to provide 135 minutes of physical activity per week thru PE class and recess. This activities include Health and Physical Education courses offered to students, including student participation and results in FitnessGram for grades 3th – 5th, including opportunities for students to participate in at least two (2) health/wellness programs such as: First Tee, Gatorade Training Camp, health fair, anti-bullying program, and Jump Rope/Hoops for Heart . In addition, we analyze the compliance with state Immunization requirements: at least 90% or greater compliance for all students for each vaccine; supported by school nurse or designee to monitor vaccine compliance and data entry as well as collaboration with community agencies. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, appropriate rest, stress reduction time for studying and time for active, physical activity.

Booker Elementary is committed to involving parents and community members to be involved in students' education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the

district, and teachers. This allows the CIP committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, the parent liaison compiles data on parental participation attendance and meeting agendas for the CIP committee. With that information, the CIP determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year. Because of the diversity of our campus and high mobility, Booker Elementary has a parent liaison to help strengthen connections between home and school. We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The campus provides translations on the website and also with printed materials in all languages spoken in school. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We make sure that our routines are consistent, including sending our Take-Home-Wednesday folders every week. We take pride in the fact that parents report our office staff as very parentfriendly. This support the School Quality Survey:

Parents:

- Family Involment: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
- Family Involment: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree

Staff:

- Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree

Perceptions Strengths

Booker Elementary celebrates these strengths:

- Discipline data confirm that the campus's CHAMPS training are working well and will be continued. Actual data to support this action includes 66 discipline referrals in 2017-18, as compared with, 70 in 2016-17.
- Parents:
 - Family Involment: Staff members and families treat each other with respect. 97% Stongly Agree or Agree
 - Family Involment: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 95% Strongly Agree or Agree
 - Family Involment: Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 95% Strongly Agree or Agree
 - This school encourages families to volunteer. 93% Strongly Agree or Agree
 - School Leadership: School-based administrators (principals and assistant principals) are courteous when I have a concern. 93% Strongly Agree or Agree

Staff:

- Student Support: There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. 98% Strongly Agree or Agree
- Family involvement: Families are encouraged to attend school-sponsored activities, such as Back-to-School Night. 96% Strongly Agree or Agree
- Safety and Behavior: All school staff members are aware of the safety and security procedures. 96% Strongly Agree or Agree
- Safety and Behavior: This school is safe. 96% Strongly Agree or Agree
- Safety and Behavior: All students are aware of the safety and security procedures. 96% Strongly Agree or Agree
- A Parent Liaison that coordinates the volunteer program, maintains the parent meetings, strengthens communication between home and school, etc
- A process to involve parents in planning, implementing and evaluating family involvement activities.
- Title I meetings
- Variety of opportunities for student extra-curricular activities: Boys and Girls Basketball, Soccer, Music Club, Art Club, District Honor Choir, District Orff Ensemble, Cheerleading, and Chess club.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The parent survey reveals 7% of parents "that strongly disagree or disagree" Staff members are responsive when students report bullying. **Root Cause:** Lack of communication between parent, student and teacher. Also, the lack of true identification of "bullying" as define by TEA.

Problem Statement 2: Staff member survey reveals 7% of staff 'strongly disagree or disagree" staff members and students treat each other with respect. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Observation Survey results
- 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,
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

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
- Campus department and/or faculty meeting discussions and 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals



Revised/Approved: August 21, 2018






Goal 1: Reach every student.

Performance Objective 1: At least 80% of all scholars, in each classroom, will score Approaches, Meets or Masters on the Reading, Math, Science and Writing portions of the STAAR.

Evaluation Data Source(s) 1: 2019 STAAR scores. District and Campus Formative Assessments (BCA)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy 1) A. Teachers will implement growth template and update each progress/reporting period. B. Teachers will employ Students Trackers after each assessment C. Teachers will implement Data Walls monthly.	2.4, 2.5, 2.6	Teachers, Coaches, Campus Academic Specialist & Administrators	1. IMPLEMENTATION - measured by PLC discussions and principals' walk-through observations confirming that teachers are implementing growth templates, student trackers & data walls. 2. IMPACT - Increase from 68% - 78% Index 1.				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 5000.00			
Comprehensive Support Strategy PBMAS 2) Professional Development for all Teachers: Conduct weekly PLC meetings for data disaggregation and review, Booker common assessment planning, prime time planning, and learning walks. Professional Development will include: No Excuses Leadership Academy (NEU) and Math CAMT Conference.	2.4, 2.5, 2.6	Teachers, Coaches, Campus Academic Specialist & Administrators	1. IMPLEMENTATION - measured by PLC minutes and sign-in sheets, lesson plans which aligns with TEKS, quality Booker common assessment and prime time activities. 2. IMPACT- demonstrated by mastery of each standard on the BCAs and STAAR scores at 60% or better.				
				Problem Statements: Demographics 2 - Student Academic Achievement 2 Funding Sources: 211 Title I, Part A - 6805.50			

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>3) Offer TEKS targeted tutorials and intervention time (WOW) African American, ED, and SPED scholars and teacher data starting in September utilizing tutors and edustmart program. Implementation of progress monitoring system for interventions and tutorials for RTI process.</p>	2.4, 2.5, 2.6	Teachers, Coaches, Campus Academic Specialist, SSS	<p>1. IMPLEMENTATION - measured by lesson plans, walk-through, AIPs and target folders with student data by TEK.</p> <p>2. IMPACT-demonstrated by 70% mastery of each intervention standard.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 21500.00, 199 General Fund - 5500.00, 199 State SCE - State Compensatory Education (PIC - 11200.00)</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Ensure that classroom teachers implement the new SISD literacy framework and its components with fidelity in order to raise reading performance for each individual student.</p>	2.4, 2.5, 2.6	Literacy coach, Campus Academic Specialist, SSS	<p>1. Implementation- measured by walk-though, weekly and monthly reports.Training on new literacy framework and its components for all teachers</p> <p>2. IMPACT- evidence of student growth on curriculum based assessments and STAAR and monthly iStation growth report.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 0.00, 199 General Fund - 2000.00</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Implementation of MAP Testing, Istation, Dreambox for k-2, Think Through Math for 3-5th grades and STEMscopes for 3rd-5th Grade.</p>	2.4, 2.5, 2.6	Math Coach, Campus Academic Specialist, SSS	<p>1. Implementation- measured by walk-though, weekly and monthly MAP Skills and Think Through Math reports.</p> <p>2. Impact- evidence of student growth on curriculum based assessments and STAAR and weekly and monthly Deambox/MAP/TTM growth report.</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I, Part A - 24250.00</p>							
<p>6) 100% of students will participate in physical activity for a minimum of either 20 minutes daily and 220 minutes weekly using TEKS-based physical education class or a TEKS-based structured physical activity.</p>	2.6	Teachers, PE Teacher	<p>1. Integrate physical activity on our master schedule in the form of recess. Integrate PE class in our master schedule.</p> <p>2. Impact- Weekly Walkthroughs Master Schedule Minutes Teacher Surveys every 9 weeks</p>				
<p>Comprehensive Support Strategy</p> <p>7) 7. Implement " Do Nows" (Warm-ups) using student board dry erase for 1st -5th Reading and Math, and 5th Grade Science targeted TEKS.</p>	2.4, 2.5, 2.6	Literacy coach, Math Coach, Campus Academic Specialist, SSS, Teachers	<p>1. Implementation- measured by walk-thoughts and PLC.</p> <p>2. IMPACT- evidence of student growth on curriculum based assessments and STAAR.</p>				
<p>Funding Sources: 211 Title I, Part A - 427.55</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>8) ELL tutor will provide additional, small group instruction to identified ELL scholars. Implementation of progress monitoring system for interventions and tutorials for RTI process.</p>	2.4, 2.5, 2.6	Teachers, Coaches, Campus Academic Specialist, SSS	<p>1. Implementation- measured by walk-through, weekly and monthly reports. Training on new literacy framework and its components for all teachers</p> <p>2. IMPACT- evidence of student growth on curriculum based assessments and STAAR and monthly iStation/TTM Dreambox growth report.</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:



Demographics
<p>Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.</p>
Student Academic Achievement
<p>Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. Root Cause 2: Lack of implementation and monitoring of educational programs in classrooms.</p>









Goal 1: Reach every student.

Performance Objective 2: At least 60% of all SPED students in grades 3, 4 and 5 will score Approaches, Meets or Masters on the Reading, Math, Science and Writing portions of the STAAR.

Evaluation Data Source(s) 2: 2019 STAAR Reading & Math scores. District and Campus Formative Assessments (BCA)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Offer differentiated support, to develop the capacity of teachers such as but not limited to: A. Systems Structure and Routines coaching, B. Content and Pedagogy Coaching, and C. Data Intervention Coaching</p> <p>Utilizing the Literacy Coach and Math Coach.</p>	2.4, 2.5, 2.6	Literacy Coach, Math Coach, Campus Academic Specialist	<p>1. Implementation- measured by walk-through, classroom environment, student progress, T-TESS</p> <p>2. Impact- Teacher improve the academic performance of scholars.</p>				
<p>Problem Statements: Demographics 2 Funding Sources: 211 Title I, Part A - 916.20</p>							
<p>Comprehensive Support Strategy Critical Success Factors CSF 4 CSF 6</p> <p>2) Lesson Plans and classroom instruction reflects the most up to date district curriculum at the correct level of rigor and guided reading bags.</p>	2.4, 2.5, 2.6	Teachers, Coaches, Administration, SSS	<p>1. Implementation- measured by walk-through, classroom environment, student progress, T-TESS.</p> <p>2. Impact- Students are able to communicate what are they learning using noun, verb, and context in the student expectation.</p>				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1701.26</p>							

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Implementation of PLC for using formative assessments of learning, grade level team members will respond to the needs of African American students in a timely manner, and, if needed, RTI will be implemented for African American students not meeting grade level expectations.</p>	2.4, 2.5, 2.6	Camp[us Academic Specialist, SSS, Coaches, Admin	<p>1. Implementation- measured by BCA, DFA, STAAR</p> <p>2. Impact- demonstrated by mastery of each standard on the CBAs and STAAR scores at 60% or better.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>4) Math Coach will model and coach teachers as needed with the implementation of number sense, UPS and math workstations.</p>	2.4, 2.5, 2.6	Math Coach	<p>1. Implementation- measured by walk-through, classroom environment, student progress, T-TESS</p> <p>2. Impact- evidence of student growth on curriculum based assessments and STAAR and monthly TTM growth report.</p>				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.
Student Academic Achievement
Problem Statement 1: All students across 4th grade level have a 38% pass rate on STAAR writing and scores have decreased over the last two years. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.
Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. Root Cause 2: Lack of implementation and monitoring of educational programs in classrooms.
Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. Root Cause 3: Lack of implementation of educational programs in classrooms.

Goal 1: Reach every student.

Performance Objective 3: At least 80% of all scholars in each grade level classroom will write at the appropriate writing level.

Evaluation Data Source(s) 3: 2019 STAAR writing scores. District and Campus Formative Assessments (BCA) using Lucy Calkins Rubric.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 1) Effectively implement small group instruction and introduce learning centers as independent review and extension of the lesson for Pre-Kindergarten Classrooms and 1st thru 5th Grade utilizing 2 Instructional Aides.	2.4, 2.5, 2.6	Teachers, Coaches, SSS, Campus Academic specialist.	1. Implementation- measured by lesson plans, class room observation, walk-through, T-TESS, PLC minutes and sign-in sheets 2. Impact- Scholars are proficient writers.				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 27000.00, 199 State SCE - State Compensatory Education (PIC - 0.00)			
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Writing Workshop Scholars will participate daily in writing activities that include journal writing, labeling and drawing topic related pictures, writing related and grade level sight words, copying environmental print, and progressing through the stages of writing. Scholars will explore different genres, utilizing mentor text, to draft, edit, revise, publish and share their own work.	2.4, 2.5, 2.6	Teachers, Literacy Coach, Campus Academic Specialist	1. Result - Scholars will demonstrate mastery of early literacy in writing as evidenced by student writing samples. 2. Impact - Scholars will become proficient writers.				
				Problem Statements: Demographics 2 - Student Academic Achievement 1, 3 Funding Sources: 211 Title I, Part A - 2000.00			
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Utilizing Writing Publishing Parties, scholars will share their writing with the entire class. The writing is scored using the Lucy Caulkins rubric.	2.4, 2.5, 2.6	Teachers, Literacy Coach, Campus Academic Specialist	Result - Scholars will demonstrate mastery of early literacy in writing as evidenced by student writing samples. Impact - Scholars will become published authors.				
				Problem Statements: Demographics 2			
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:



Demographics
Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.
Student Academic Achievement
Problem Statement 1: All students across 4th grade level have a 38% pass rate on STAAR writing and scores have decreased over the last two years. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.
Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. Root Cause 3: Lack of implementation of educational programs in classrooms.









Goal 1: Reach every student.

Performance Objective 4: In grades K - 2, scholars will demonstrate mastery of early literacy in reading as evidenced by the performance on MAP indicators: Based on the EOY, at least 80% of all scholars in each classroom will read at appropriate level or show 1.5 years growth per the Conditional Growth Index (CGI).

Evaluation Data Source(s) 4: 2019 STAAR, MAP, TELPAS, and IPT indicators.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Implement the following components of the Balanced Literacy Framework applied in Kindergarten through second grade to include: -Independent Reading -Word Power -Read Aloud -Writing Workshop -Guided Reading</p>	2.4, 2.5, 2.6	Teachers, Literacy Coach, Campus Academic Specialist	<p>Result - Scholars will demonstrate mastery of early literacy through the balanced literacy framework.</p> <p>Impact - Scholars will develop an increase in confidence and performance of literacy skills.</p>				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2</p>							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Tier 2 Interventions- Literacy time will be increased to provide remediation and intervention for scholars that do not demonstrate TEKS mastery and for ELL/SPED learners.</p> <p>In addition, a K-2 interventionist will provide remediation and intervention for scholars that do not demonstrate TEKS mastery and for ELL/SPED learners.</p>	2.4, 2.5, 2.6	Teachers, Literacy Coach, Campus Academic Specialist, K-2 Interventionist	<p>Result - Scholars will read on or above grade level.</p> <p>Impact - Scholars are promoted on time and prepared for the next grade level.</p>				
<p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							

<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>3) Develop a schedule that strategically places certify tutors in PK- 2 classroom during the Literacy Block to support independent reading and centers.</p>	2.4, 2.5, 2.6	Literacy Coach, Campus Academic Specialist, Student Support Specialist, Principal	<p>Result - Scholars will read on or above grade level.</p> <p>Impact - Scholars are promoted on time and prepared for the next grade level.</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Implement Independent Reading in all grade levels Kinder- 5th Grade- Develop a Library Media Specialist schedule that strategically supports scholars in daily independent reading activities, reading to each other, reading to the teacher and reading to themselves.</p>	2.4, 2.6	Library Media Specialist, Literacy Coach, Campus Academic Specialist, Assistant Principal	<p>Result - Scholars will read on or above grade level.</p> <p>Impact - Scholars are promoted on time and prepared for the next grade level.</p>				
<p>Problem Statements: Demographics 2 - Student Academic Achievement 1, 2, 3 Funding Sources: 211 Title I, Part A - 0.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.</p>
Student Academic Achievement
<p>Problem Statement 1: All students across 4th grade level have a 38% pass rate on STAAR writing and scores have decreased over the last two years. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.</p>
<p>Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. Root Cause 2: Lack of implementation and monitoring of educational programs in classrooms.</p>
<p>Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. Root Cause 3: Lack of implementation of educational programs in classrooms.</p>
School Processes & Programs
<p>Problem Statement 2: With an enrollment of 850 students, Booker needs to add a K-2 interventionist to assist in the Response to Intervention (RTI), 504, and SSS processes to maintain proper documentation of academics. Root Cause 2: Lack of small Guided Reading intervention.</p>

Goal 1: Reach every student.

Performance Objective 5: In Pre-kindergarten, Booker scholars will demonstrate mastery of early literacy in reading as evidenced by performance on End of the Year (EOY) M-Circle indicators:

At least 80% of all scholars in each classroom will be able to:

- identify all upper and lower case alphabet letters in English, in a timed format (Rapid letter naming)
- associate sounds with each letter (Letter-Sound Correspondence)
- provide names for images within a timed format (Rapid Vocabulary)
- distinguish between print and illustrations and understand that letters form words (Book and Print Awareness) -identify rhyming words by their ending sounds (Phonological Awareness)
- respond to questions after hearing or reading a story, retell the story in sequential order and include a character, the setting and a problem (Story Retell and Comprehension)

Evaluation Data Source(s) 5: M-Circle Assessment and IPT (Eng/Span)

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 4 CSF 6</p> <p>1) Implement the following components of the Balanced Literacy Framework of Literacy Applied in grade pre-k to include:</p> <p>Word power - Phonics, phonemic awareness, grammar, punctuation and spelling</p> <p>Read aloud</p> <p>Independent Reading</p> <p>Shared Reading</p>	2.4, 2.5, 2.6	Campus Academic Specialist Literacy Coach Principal AP	<p>Result - Scholars in Pre-k will develop grade and age appropriate levels in literacy skills.</p> <p>Impact - Pre-k scholars will read on or above grade level.</p>				
<p>Problem Statements: Student Academic Achievement 2, 3</p> <p>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 0.00)</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. **Root Cause 2:** Lack of implementation and monitoring of educational programs in classrooms.

Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. **Root Cause 3:** Lack of implementation of educational programs in classrooms.

Goal 1: Reach every student.

Performance Objective 6: Booker ES will reduce the performance gaps between scholars receiving special education services and all scholars by 25% as evidenced by STAAR Reading 3-8.

Evaluation Data Source(s) 6: BMAS, STAAR, district and common formative assessments, Booker Common Assessments (BCA)

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>1) Increase the use of evidence based instructional practices as outlined in Special Education Instructional Manual for intervention when instructional practices aligned to literacy model are not effective to ensure TEKS mastery.</p>	2.4, 2.5, 2.6	SPED Teachers, Campus Academic Specialist, Principal, Assistant Principal	<p>Result - Teachers' instructional capacity will improve.</p> <p>Impact - Teachers improve the academic performance of scholars.</p>				
<p>Problem Statements: Demographics 2, 4 - Student Academic Achievement 2, 3</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.</p>
<p>Problem Statement 4: There is a gap between African American and Hispanic students across all grade levels in Reading of 18 points; 18 points in Math; & Science 19 points as measured by STAAR. Root Cause 4: African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach to planning during PLCs and professional development.</p>
Student Academic Achievement
<p>Problem Statement 2: 2018 STAAR scores have a 66% pass rate on all subjects. Root Cause 2: Lack of implementation and monitoring of educational programs in classrooms.</p>
<p>Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. Root Cause 3: Lack of implementation of educational programs in classrooms.</p>

Goal 2: Excellence in every school

Performance Objective 1: All Staff members will be trained in CHAMPS and implement it with fidelity in the classroom and the common areas.

Evaluation Data Source(s) 1: Discipline Reports, Champs Walkthrough Data, Guidelines for Success for all teachers, 10 x 2 data tracking, Team CHAMPS policy, and

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Booker will utilize the campus CHAMPS committee to strengthen, create, and adjust as needed our campus student behavioral guide lines by training 100% of staff members in CHAMPS.	2.4, 2.5, 2.6	Assistant Principal, CHAMPS Committee, Principal, Classroom Teachers, Counselor, Coaches	1. Implementation- Training sign-in sheets, Agendas, RTI information, Behavior Contracts, School-wide reward system, CHAMPS Policy, Discipline Reports, Champs Walkthrough Data 2. Impact- create a climate where students feel respected.				
	Problem Statements: Perceptions 2 Funding Sources: 211 Title I, Part A - 500.00						
2) Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive safety/discipline plan	2.5, 2.6	Assistant Principal, CHAMPS Committee, Principal, Classroom Teachers, Counselor, Coaches	1. Implementation- Learning walks documentation, CHAMPS training sign-in sheets, meeting agendas Discipline Reports, Champs Walkthrough Data 2. Impact- Reduced discipline incidents via discipline log information.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:









Perceptions
Problem Statement 2: Staff member survey reveals 7% of staff 'strongly disagree or disagree' staff members and students treat each other with respect. Root Cause 2: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

Goal 2: Excellence in every school

Performance Objective 2: Data Driven Action Planning (DDAP) will be used effectively by collaborative Leadership Teams 100% of the time.

Evaluation Data Source(s) 2: Walkthroughs, 2018 STAAR Results, & T-TESS

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS 1) Instructional Team will facilitate PLCs for and between teachers and district departments to identify problems of practice.	2.4, 2.5, 2.6	Instructional Team Literacy Coach Math Coach	Result - Increase alignment between cross-functional teams and campus leaders across the campus. Impact - Increase academic performance from Booker scholars.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 6 CSF 7 2) 100% of the teachers will participate in 360 degree feedback survey. The results of the survey will be used to create professional development action plans.		Principal, Assistant Principal, Campus Academic Specialist	Result - Increase self-awareness of leadership perceptions and staff capacity. Impact - Scholars demonstrate improved academic performance and Booker teachers, support providers, and campus leaders demonstrate increased effectiveness.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:









Demographics
Problem Statement 1: Data from the April 2018 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and ELL learners. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.
Problem Statement 2: SPED students across all grade levels have a 55% pass rate of STAAR Reading, 61% STAAR Math, 37% in STAAR Writing and 50% in STAAR Science. Root Cause 2: It was difficult for SPED teachers to collaborate with general education teachers and attend planning sessions.
Student Academic Achievement
Problem Statement 1: All students across 4th grade level have a 38% pass rate on STAAR writing and scores have decreased over the last two years. Root Cause 1: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

Goal 2: Excellence in every school

Performance Objective 3: During the 2018-2019 School year, 100% of students will participate in transitional activities from one grade level to the next grade level.

Evaluation Data Source(s) 3: Walkthroughs, Schedules and sign-in sheets

Summative Evaluation 3:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide an aligned curriculum and goals by coordinating classroom visits between Pre-K and Kindergarten teachers.</p>	2.4, 2.5, 2.6	Teachers, Counselor, Campus Academic Specialist	<p>1. Implementation- Learning walks documentation, Walkthrough Data,</p> <p>2. IMPACT: Pre-K teachers can teach with the end in mind and Pre-K students will transition smoothly.</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Host middle school counselor/AP, band, and choir to introduce middle school programs to 5th Grade students.</p>	2.6	Teachers, Counselor, Campus Academic Specialist	<p>1. Implementation- Learning walks documentation, Walkthrough Data, Schedules.</p> <p>2. IMPACT: Smooth transition for students moving from 5th Grade to 6th Grade.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Excellence in every school

Performance Objective 4: Booker Elementary will demonstrate a commitment to implementing improved safety and security practice by reaching the following indicators by June 2019: Achieve 98% ADA every nine weeks

Evaluation Data Source(s) 4: eSchool nine Week Student Attendance Reconciliation Reports, meeting agenda, minutes and informational brochures

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 1) Utilize an Attendance Clerk that oversees and monitors student attendance by grade level, teacher or by class.	2.4, 2.5, 2.6, 3.1	Attendance Committee Attendance Clerk Admin	Result - Increase in scholar attendance and graduation rates. Impact - Increase in scholar academic performance.				
	Funding Sources: 199 General Fund - 0.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 2) Celebrate scholars who are on track to meeting their attendance goal. Provide interventions and meet with the parents of those scholars who are not on track to meeting their level attendance expectation.	2.4, 2.5, 2.6, 3.1, 3.2	Attendance Committee Attendance Clerk Admin	Result - Increase in scholar attendance and graduation rates. Impact - Increase in scholar academic performance.				
	Problem Statements: Demographics 3, 4 - Student Academic Achievement 3 - School Processes & Programs 2 Funding Sources: 461 Campus Activity Fund - 2000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Attendance rate needs to be monitored and improved. Root Cause 3: High mobility rate is one of the main causes of our low attendance.
Problem Statement 4: There is a gap between African American and Hispanic students across all grade levels in Reading of 18 points; 18 points in Math; & Science 19 points as measured by STAAR. Root Cause 4: African American students have learning gaps in Mathematics and low reading levels that affect their Reading and Math scores. Need a more focused approach to planning during PLCs and professional development.

Student Academic Achievement

Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. **Root Cause 3:** Lack of implementation of educational programs in classrooms.

School Processes & Programs

Problem Statement 2: With an enrollment of 850 students, Booker needs to add a K-2 interventionist to assist in the Response to Intervention (RTI), 504, and SSS processes to maintain proper documentation of academics. **Root Cause 2:** Lack of small Guided Reading intervention.

Goal 2: Excellence in every school

Performance Objective 5: The T-TESS performance of 80% of teachers with one to three years of experience will improve. At least 80% of teachers will improve on The Rigor Relevance Framework Quadrants

Evaluation Data Source(s) 5: T-TESS, Student Growth Measures and Surveys. Rigor Relevance Framework Teacher Report. Published measures for teacher effectiveness. Data on the performance measure for each campus. Data summary of principal performance aligned to rubric for coaching and developing effective teachers. Plan for supporting principals and teachers not at proficient level.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Booker ES will identify an administrator to provide targeted support to new teachers and teachers new to Spring on its' campus. The administrators will receive training on and a copy of the book, Get Better Faster: A 90-day Plan for Coaching New Teachers by Paul BambrickSantoyo.</p>	2.5, 2.6	Campus Academic Specialist, Principal, Assistant Principal	<p>Result - Principal will improve the induction of new teachers to the SpringWay.</p> <p>Impact - Scholars demonstrate improved academic performance and campus leaders improve teacher retention and teachers demonstrate effectiveness.</p>				
<p>2) Campus Administrators will facilitate new teachers learning using Teach Like a Champion 2.0 Classroom Instruction That Works.</p>		Literacy Coach, Math Coach, Campus Academic Specialist, Assistant Principal, Principal	<p>Result - Principals will improve the induction of new teachers to the SpringWay.</p> <p>Impact - Scholars demonstrate improved academic performance and campus leaders improve teacher retention and teachers demonstrate effectiveness.</p>				
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: Data from the April 2018 teacher survey reveals a need for professional development on culture, customs and traditions for the increasingly diverse ethnic backgrounds of our African American and ELL learners. **Root Cause 1:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.








Goal 2: Excellence in every school

Performance Objective 6: 100% of the administrators at Booker ES will monitor and facilitate Planning, Learning, and Practice PLCs. At least 80% of all classes at Booker ES will fully implement a TEKS-based curriculum. 100% of the administrators at Booker will monitor the implementation of instructional plans developed for special populations.

Evaluation Data Source(s) 6: Developmental walks, district and campus assessments, meeting agendas

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) PLC lesson planning videos, called PLC SPARKS, will be created to support campus administrators as they lead Planning, Learning and Practice PLCs. These videos will demonstrate unpacking the TEKS and the Rigor Readiness Framework to ensure lesson and activity alignment and differentiation.</p>	2.5, 2.6	Literacy Coach, Math Coach, Campus Academic Specialist, Assistant Principal, Principal, Teachers	<p>Result - Planning videos will be utilized as exemplars to align PLCs.</p> <p>Impact - Scholars demonstrate improved academic performance and campus leaders improve teacher retention and teachers demonstrate effectiveness</p>				
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) Booker administrators will ensure that teachers are maintaining current scholar products that demonstrate evidence of implementation of accommodations specified for special populations. (STEP BINDER)</p>	2.4, 2.5, 2.6	Literacy Coach, Math Coach, Campus Academic Specialist, Assistant Principal, Principal, Teachers	<p>Result - Evidence of implementation of accommodations will be maintained in the STEP binder.</p> <p>Impact -Campus administrators and teachers comply with IEP and scholars receiving SPED services demonstrate increased academic performance.</p>				








<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>3) Improve tier one instruction, across core content areas, by ensuring all campus administrators and teachers are capable of and prepared to lead planning, learning and practice PLCs using the Rigor Readiness and the International Center for Leadership Education (ICLE) Framework.</p>	<p>2.4, 2.5</p>	<p>Teachers, Administrators and Instructional team</p>	<p>Result - Administrators and teachers will effectively lead planning, learning and manage instruction across all subjects.</p> <p>Impact - Teachers improve the academic performance of scholars.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 1: Staff Surveys administered in April 2019 will show at least a 20% increase in the number of staff who feels staff members and students treat each other with respect compared with 2018 survey data.

Evaluation Data Source(s) 1: 2018 Staff survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Comprehensive guidance lessons will be conducted throughout the year that focus on Bullying, Building relationships, Sharing, and the Character traits.	2.4, 2.6, 3.1	Counselor	1. Implementation- Guidance lesson documentation, Counselor guidance lesson records, 2. Impact- reduce discipline incidents				
Problem Statements: Perceptions 2							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Staff member survey reveals 7% of staff 'strongly disagree or disagree' staff members and students treat each other with respect. Root Cause 2: The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our African American and ELL population.

Goal 3: High Performance from every employee

Performance Objective 2: 90% of the staff members will be ESL certified by the end of the 2018-2019 school year.

Evaluation Data Source(s) 2: SBEC, Manning Table








Summative Evaluation 2:

Goal 3: High Performance from every employee

Performance Objective 3: Training on ELL instructional strategies will be provided to educate and empower 100% of teachers to improve LEP student performance in grades 3, 4, and 5 on the STAAR test.

Evaluation Data Source(s) 3: 2018 STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) ELL Instructional Strategies a. Professional development will be provided on ELL strategies. b. Progress monitoring to ensure strategies are consistently utilized C. ELL Specialist will provide classroom modeling and coaching for English teachers supporting ELL scholars.</p>	2.6	ESL Specialist, Campus Academic Specialist, ESL Teacher	<p>Result - Scholars will read on or above grade level.</p> <p>Impact - Scholars are promoted on time and prepared for the next grade level.</p>				
Funding Sources: 199 General Fund - 0.00							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from every employee

Performance Objective 4: Enhance writing instruction by attending identified campus staff development.

Evaluation Data Source(s) 4: EOY writing Data
2019 4th Grade STAAR writing

Summative Evaluation 4:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) Provide BOY, MOY, and EOY On Demand writing utilizing Lucy Calkins' writing rubric.	2.6	literacy Coach Campus Academic Specialist Teachers	Result - At least 80% of scholars will score a 3 or higher as measured by Lucy Calkins' writing rubric. Impact - Increase academic performance from Booker scholars.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: High Performance from every employee

Performance Objective 5: Booker ES will increase the retention rate of effective teachers new to the field of teaching, and support service providers by 25%.

Evaluation Data Source(s) 5: eSchool, Human resources and TAPR

Summative Evaluation 5:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) New Teacher Meetings Develop a schedule that strategically supports new teachers by utilizing the New Teacher Mentor Program/Meetings	2.5	Mentor teacher, Campus Academic Specialist, Principal	Result - The number of teachers new to the field of education and new to Booker will decrease. Impact -Human resources hires, trains and develops fewer new teachers or teachers new to Spring ISD.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Engaged stakeholders in every community

Performance Objective 1: During the 2018-2019 school year, Parent involvement will increase by 5 points.

Evaluation Data Source(s) 1: School Quality Survey, Parent Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Booker will host parent and student academic nights on campus; Donuts with Dad; and Parents and Pastries. The academic nights will showcase content that students are learning and provide parents with information and strategies to help their child at home.</p>	3.1, 3.2	Teachers, Title 1 Representative, Principal, AP	<p>1. Implementation- Flyers for content nights, parent signature/attendance sheets</p> <p>2. Impact- increase parent involvement</p>				
<p>Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 3260.00</p>							
<p>Critical Success Factors CSF 6</p> <p>2) Opportunities for parents to attend and participate in conferences, ARD's, LPAC's, 504's, RTI's as needed.</p>	2.6	SSS, Counselor, Principal, AP, LPAC representative, Title 1 representative	<p>1. implementation- Sign-in sheets, Agendas</p> <p>2. Impact- increase parent involvement</p>				
<p>Problem Statements: Demographics 3</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 3: Attendance rate needs to be monitored and improved. Root Cause 3: High mobility rate is one of the main causes of our low attendance.

Goal 4: Engaged stakeholders in every community

Performance Objective 2: Establish a Parent Teacher Association and utilize the resources and support offered throughout the year.

Evaluation Data Source(s) 2: PTA membership, surveys, sign in sheets, PTA activities.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The parent liaison is responsible for implementing all Title I parental involvement at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities.		Principal , Title 1 representative	1. Implementation- Sign-in sheets, Meeting minutes 2. Impact- Parent participation	✔			
Problem Statements: Demographics 3 Funding Sources: 211 Title I, Part A - 2000.00							
Critical Success Factors CSF 5 2) The campus parent liaison will ensure that FACE is informed about all campus events and volunteer opportunities that foster parent as partner relationships.	3.1, 3.2	Parent Liaison, Campus Academic Specialist, Principal	Result - Parent awareness of and participation in district events and initiatives will increase. Impact - Parents become more engage in the education of their scholar.	✔			
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Attendance rate needs to be monitored and improved. Root Cause 3: High mobility rate is one of the main causes of our low attendance.

Goal 4: Engaged stakeholders in every community

Performance Objective 3: Booker ES will increase two-way communication by promoting the use of established two-way communications tools by both staff and parents.

Evaluation Data Source(s) 3: Data Sources: Parent surveys, Elevate, attendance in general meetings, school events, School Quality Survey and volunteer hours

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Data Sources: Parent surveys, Elevate, attendance in general meetings, school events, School Quality Survey and volunteer hours</p>	3.1, 3.2	Parent Liaison, Campus Academic Specialist, Principal	<p>Result - Parent awareness and participation in district events, support of district initiatives, and satisfaction with district response to questions and concerns will increase.</p> <p>Impact -Increase the number of parents who become more engaged in school</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: Opportunities and choice for every family.

Performance Objective 1: Provide opportunities for all stakeholders to support academic and social development for our students, during school events such as Curriculum Nights, Community Connections, and Student Showcases.

Evaluation Data Source(s) 1: Parent Survey, Sign In Sheets, Curriculum Plans,

Summative Evaluation 1:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Each Team Will sponsor a monthly event to highlight student strengths and talents/		Administrators, teachers	Increase parent engagement from 91% to 98%.				
Funding Sources: 211 Title I, Part A - 500.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Opportunities and choice for every family.

Performance Objective 2: Provide opportunities for students to engage in extracurricular activities such as academic, fine arts, field-trips and athletic clubs.

Evaluation Data Source(s) 2: Sign in Sheets, Permission Slips, Calendar of Events

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) The Teachers and Staff will target student subgroups who are identified as at-risk or not meeting system safeguards with tutorials</p>	2.4, 2.6	Teachers, staff, instructional leaders	Students will increase overall academic performance to 75% or higher.				
Problem Statements: Student Academic Achievement 3							
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) 2. The SPED and Kinder students will engage in extracurricular activities including fieldtrips(Houston Rodeo).</p>	2.4, 2.6	Teachers, staff, instructional leaders	Students will increase overall academic performance to 75% or higher.				
Funding Sources: 211 Title I, Part A - 1600.00							
<p>3) 100% of Booker scholars will participate in two arts integrated projects.</p>	2.4, 2.6	Principal, Instructional team, Art Teacher, Music Teacher	<p>Result - PVA scholars will have a higher attendance percentage.</p> <p>Impact - PVA scholars are better prepared for the next grade level.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:



Student Academic Achievement
<p>Problem Statement 3: 2018 STAAR data reveals that Special Education students score significantly below all other student groups in 3rd, 4th and 5th grade in all subjects. Root Cause 3: Lack of implementation of educational programs in classrooms.</p>

Goal 5: Opportunities and choice for every family.

Performance Objective 3: Create opportunities to enhance transitions for Prek and 5th grade students.

Evaluation Data Source(s) 3: Kinder Round Up, Prek Round up, Middle School Scheduling, Band, Choir, Roberson Parent/Student Meeting

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Staff will identify clubs of interest to engage African American Students to enhance student achievement and develop relationships to increase positive student/teacher interactions.</p>	2.6	Staff members	A variety of clubs will be created and will be managed throughout the year and student participation and engagement will increase.				
Funding Sources: 199 General Fund - 1000.00							
							








Goal 5: Opportunities and choice for every family.

Performance Objective 4: Booker ES will provide specialized programs to support diverse learning experiences for its scholars.

Evaluation Data Source(s) 4: Student enrollment, STAAR

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Critical Success Factors CSF 1 CSF 4 CSF 5 1) 100% of grade K - 6 Gifted and Talented scholars will complete a scholar inventory and at minimum two Renzulli independent study projects (one per semester).	2.4	GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal	Result -Booker will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
	Funding Sources: 199 General Fund - 1000.00						
Critical Success Factors CSF 1 CSF 4 2) Increase by an additional 10% (51% Total) the overall number of identified Gifted and Talented scholars scoring Masters Performance Level on the STAAR.	2.4	GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal	Result -Booker ES will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.				
	Critical Success Factors CSF 1 CSF 4 3) 100% of gifted and talented K -5 scholars will have the opportunity to participate in field experiences.	2.4, 2.5	GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal	Result - Booker ES will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.			
Critical Success Factors CSF 1 CSF 4 4) 50% of gifted and talented K-5 scholars will participate in the GT Summer School Literacy Program.		2.4, 2.5	GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal	Result - Booker ES will increase opportunities and choice for families of gifted learners. Impact - Scholars are college or career ready and are prepared for post-secondary school.			

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Booker ES will register at least one team to participate in the Odyssey of the Mind competition</p>	<p>2.4, 2.5</p>	<p>GT Coordinator, Counselor, Campus Academic Specialist, Assistant Principal, Principal</p>	<p>Result - Booker ES will increase opportunities and choice for families of gifted learners.</p> <p>Impact - Scholars are college or career ready and are prepared for post-secondary school.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Opportunities and choice for every family.

Performance Objective 5: Booker ES will enhance and restructure the Pre-kindergarten instructional day to increase the amount of time spent on the literacy component.

Evaluation Data Source(s) 5: Performance on End of the Year (EOY) M-Circle indicators, MAP and IPT.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement a half-day pre-kindergarten schedule that splits literacy and math time 67% to 33%, respectively by day.</p>	2.4, 2.5, 2.6	Literacy Coach, Campus Academic Specialist, Assistant Principal, Principal	<p>Result – Scholars will receive increase in instruction in literacy.</p> <p>Impact - Scholars leave pre-kindergarten reading on or above level</p>	✓			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	A. Teachers will implement growth template and update each progress/reporting period. B. Teachers will employ Students Trackers after each assessment C. Teachers will implement Data Walls monthly.
1	1	2	Professional Development for all Teachers: Conduct weekly PLC meetings for data disaggregation and review, Booker common assessment planning, prime time planning, and learning walks. Professional Development will include: No Excuses Leadership Academy (NEU) and Math CAMT Conference.
1	1	3	Offer TEKS targeted tutorials and intervention time (WOW) African American, ED, and SPED scholars and teacher data starting in September utilizing tutors and edustmart program. Implementation of progress monitoring system for interventions and tutorials for RTI process.
1	1	4	Ensure that classroom teachers implement the new SISD literacy framework and its components with fidelity in order to raise reading performance for each individual student.
1	1	5	Implementation of MAP Testing, Istation, Dreambox for k-2, Think Through Math for 3-5th grades and STEMscopes for 3rd-5th Grade.
1	1	7	7. Implement " Do Nows" (Warm-ups) using student board dry erase for 1st -5th Reading and Math, and 5th Grade Science targeted TEKS.
1	1	8	ELL tutor will provide additional, small group instruction to identified ELL scholars. Implementation of progress monitoring system for interventions and tutorials for RTI process.
1	2	1	Offer differentiated support, to develop the capacity of teachers such as but not limited to: A. Systems Structure and Routines coaching, B. Content and Pedagogy Coaching, and C. Data Intervention Coaching Utilizing the Literacy Coach and Math Coach.
1	2	2	Lesson Plans and classroom instruction reflects the most up to date district curriculum at the correct level of rigor and guided reading bags.
1	2	3	Implementation of PLC for using formative assessments of learning, grade level team members will respond to the needs of African American students in a timely manner, and, if needed, RTI will be implemented for African American students not meeting grade level expectations.
1	2	4	Math Coach will model and coach teachers as needed with the implementation of number sense, UPS and math workstations.
1	3	1	Effectively implement small group instruction and introduce learning centers as independent review and extension of the lesson for Pre-Kindergarten Classrooms and 1st thru 5th Grade utilizing 2 Instructional Aides.

Goal	Objective	Strategy	Description
1	3	2	Writing Workshop Scholars will participate daily in writing activities that include journal writing, labeling and drawing topic related pictures, writing related and grade level sight words, copying environmental print, and progressing through the stages of writing. Scholars will explore different genres, utilizing mentor text, to draft, edit, revise, publish and share their own work.
1	3	3	Utilizing Writing Publishing Parties, scholars will share their writing with the entire class. The writing is scored using the Lucy Caulkins rubric.
1	4	1	Implement the following components of the Balanced Literacy Framework applied in Kindergarten through second grade to include: -Independent Reading -Word Power -Read Aloud -Writing Workshop -Guided Reading
1	4	2	Tier 2 Interventions- Literacy time will be increased to provide remediation and intervention for scholars that do not demonstrate TEKS mastery and for ELL/SPED learners. In addition, a K-2 interventionist will provide remediation and intervention for scholars that do not demonstrate TEKS mastery and for ELL/SPED learners.
1	4	3	Develop a schedule that strategically places certify tutors in PK- 2 classroom during the Literacy Block to support independent reading and centers.
1	4	4	Implement Independent Reading in all grade levels Kinder- 5th Grade- Develop a Library Media Specialist schedule that strategically supports scholars in daily independent reading activities, reading to each other, reading to the teacher and reading to themselves.
1	5	1	Implement the following components of the Balanced Literacy Framework of Literacy Applied in grade pre-k to include: Word power - Phonics, phonemic awareness, grammar, punctuation and spelling Read aloud Independent Reading Shared Reading
1	6	1	Increase the use of evidence based instructional practices as outlined in Special Education Instructional Manual for intervention when instructional practices aligned to literacy model are not effective to ensure TEKS mastery.
2	2	1	Instructional Team will facilitate PLCs for and between teachers and district departments to identify problems of practice.
2	2	2	100% of the teachers will participate in 360 degree feedback survey. The results of the survey will be used to create professional development action plans.
2	3	1	Provide an aligned curriculum and goals by coordinating classroom visits between Pre-K and Kindergarten teachers.
2	3	2	Host middle school counselor/AP, band, and choir to introduce middle school programs to 5th Grade students.
2	4	1	Utilize an Attendance Clerk that oversees and monitors student attendance by grade level, teacher or by class.
2	4	2	Celebrate scholars who are on track to meeting their attendance goal. Provide interventions and meet with the parents of those scholars who are not on track to meeting their level attendance expectation.
2	6	1	PLC lesson planning videos, called PLC SPARKS, will be created to support campus administrators as they lead Planning, Learning and Practice PLCs. These videos will demonstrate unpacking the TEKS and the Rigor Readiness Framework to ensure lesson and activity alignment and differentiation.

Goal	Objective	Strategy	Description
2	6	2	Booker administrators will ensure that teachers are maintaining current scholar products that demonstrate evidence of implementation of accommodations specified for special populations. (STEP BINDER)
2	6	3	Improve tier one instruction, across core content areas, by ensuring all campus administrators and teachers are capable of and prepared to lead planning, learning and practice PLCs using the Rigor Readiness and the International Center for Leadership Education (ICLE) Framework.
3	4	1	Provide BOY, MOY, and EOY On Demand writing utilizing Lucy Calkins' writing rubric.
5	2	1	The Teachers and Staff will target student subgroups who are identified as at-risk or not meeting system safeguards with tutorials
5	2	2	2. The SPED and Kinder students will engage in extracurricular activities including fieldtrips(Houston Rodeo).

State Compensatory

Personnel for Booker Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittani Stokes	Literacy Coach	Title I, Part A	Full Time
Chloe Wicker	AIDE-Prekindergarten	State Compensatory Education	Full Time
Heriberto Rodriguez	Campus Academic Specialist	Title I, Part A	Full Time
Lekesha Malveaux	Math Coach	State Compensatory Education	Full Time
Tiffanie Cole	Student Support Specialist	State Compensatory Education	Full Time

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school conducts a comprehensive needs assessment. Booker ES establishes a campus-level planning and decisionmaking committees to review, monitor and assess the impact of programs, instruction, and other resources related to the challenging State academic standards. The committees meet 4 times a year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Where necessary, Booker ES attempts to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. Booker has a planning team that includes parents, teachers, community representative, and a business representative. The team reviews and monitors the CIP to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

2.2: Regular monitoring and revision

Booker ES regularly monitors and revises (evaluation) as necessary based on student needs. Also, the CIP Committee Members meet 3 times a year (Oct, Jan, and Apr.) for formative strategies reviews and 1 time a year (July) for a summative review.

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and SPRINGISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning

2.3: Available to parents and community in an understandable format and language

The CIP is available in the school's website and parent meetings for parents and the public. Also, a hard copy is giving to all teachers.

2.4: Opportunities for all children to meet State standards

Booker ES develops a Campus Improvement Plan that includes reform strategies to address school needs.

Booker Elementary provides field trips,

2.5: Increased learning time and well-rounded education

- Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education.

Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are the four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards and will be the focus area in 2018-2019. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon DRA, Istation, Dreambox, as well as campus and district assessment. Third through fifth grade focus on STAAR, Istation, Think Through Math, and campus/district assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

Weekly grade level PLCs are held with the principal, campus curriculum specialist, Literacy Coach and Math Coach. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharings of each other's talents and thinking and a focus on the right work, keeps PLC members doing whatever it takes to improve student performance.

2.6: Address needs of all students, particularly at-risk

- Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards.

Student progress is monitored either as prescribed by the intervention at 4-6-week intervals depending on individual students' needs. The RtI committee meetings are held once each month during professional learning time. The data from campus and district assessments are used to identify students that are performing below grade level. Questions are asked about what is being done to address these student's needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held by the Student Support Specialist and the principal. Student Decision Point Meetings are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process. Data has shown that after school tutoring has made little progress, so a multi-tiered instructional approach that provides instructional and/or behavioral intervention during the school day is in place. For the last four years, the campus implemented "WOW Time" for all staff and students. This daily, 45-minute time period is designated for prescriptive interventions based on individual student needs.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The CIP is available in the school's website and parent meetings for parents and the public. Also, a hard copy is giving to all teachers.

3.2: Offer flexible number of parent involvement meetings

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet on a daily basis to discuss matters related to providing positive school culture and climate. The Parental Liason representative bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both the parents and community members in order to assist their campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect school culture and climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Campus Advisory Committee Lead	Heriberto Rodriguez	Campus Academic Specialist
Administrator	Keisha Womack	Principal
Administrator	Meewan Wright	Assistant Principal
Classroom Teacher	Leslie Berry	Classroom Teacher
Classroom Teacher	Teresa Cruz	4th Grade Teacher
Classroom Teacher	Alice Boutte	SPED Teacher

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Campus Advisory Committee Lead	Heriberto Rodriguez	Campus Academic Specialist
Administrator	Keisha Womack	Principal
Administrator	Meewan Wright	Assistant Principal
Classroom Teacher	Leslie Berry	Kindergarten Teacher
Classroom Teacher	Teresa Cruz	4th Grade Bilingual Teacher
Classroom Teacher	Alcide Boutte	SPED Teacher
Business Representative	Sensei Gilder	Business Representative
Community Representative	Lashonte Williams	Parent
Classroom Teacher	Jenny Calderon	Bil PreK Teacher
Classroom Teacher	Amy Peraza	5th Grade BIL Teacher
Classroom Teacher	D'Yauna Tharp	5th Grade Teacher
District-level Professional	Denise Zimmermann	District Professional

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental Salaries	6118.00	\$5,500.00
1	1	4	General Supplies	6399.00	\$2,000.00
2	4	1	Attendance Cleark	6119	\$0.00
3	3	1	ELL Specialist	6119	\$0.00
5	3	1	Coaches, club Leaders and Facilitators, Classrooms, materials,		\$1,000.00
5	4	1	GT Coordinator	6119	\$1,000.00
Sub-Total					\$9,500.00
Budgeted Fund Source Amount					\$45,307.00
+/- Difference					\$35,807.00
199 State SCE - State Compensatory Education (PIC)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Tutorials	6118.TU	\$5,500.00
1	1	3	Academic Bus Transportation	6494.UB	\$1,000.00
1	1	3	STEMscopes	6321.SS	\$2,700.00
1	1	3	General Supplies	6399.00	\$2,000.00
1	2	4	Math Coach	6119	\$0.00
1	3	1	Pre-Kindergarten Aide	6119.00	\$0.00
1	4	2	K-2 Reading Tier 2 Interventionist	6119	\$0.00
1	5	1	PreK-K Teacher	6119.00	\$0.00
Sub-Total					\$11,200.00
Budgeted Fund Source Amount					\$11,500.00
+/- Difference					\$300.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	General Supplies (paper, notebooks, pens)	6399.00	\$5,000.00
1	1	2	Measuring UpLive	6321.SS	\$2,500.00
1	1	2	Mastery Education/Measuring Up Books	6321.00	\$500.00
1	1	2	No Excuses Leadership Academy (NEU)	6411.00	\$600.00
1	1	2	Math CAMT Conference	6411.00	\$600.00
1	1	2	STAAR Test Maker Software	6321.SS	\$2,605.50
1	1	3	STAAR Ready books	6321.00	\$1,000.00
1	1	3	Supplemental Salaries- Tutors	6112.00	\$18,000.00
1	1	3	Edusmart K-5	6221.SS	\$2,500.00
1	1	4	Literacy Coach	6119	\$0.00
1	1	5	Headphones-Demco	6397.00	\$1,690.00
1	1	5	Think Through Math	6321.SS	\$6,000.00
1	1	5	Dreambox	6321.SS	\$3,500.00
1	1	5	Istation	6321.SS	\$13,060.00
1	1	7	School Speciality-Student board dry erase	6399.00	\$427.55
1	2	1	ReadingA-Z License	6321.SS	\$916.20
1	2	2	Guided Reading Bags- Monaco Deluxe Hang Up Bags	6399.00	\$1,200.00
1	2	2	Ward's Science (Live Ladybugs, butterfly Egg; Live Mealworm)	6321.00	\$101.00
1	2	2	Newmark STAAR Reading/Math Warm-Ups & Test Practice 3rd-5th	6321.00	\$400.26
1	2	3	BrainPop	6321.SS	\$2,500.00
1	3	1	Learning Centers manipulatives	6321.00	\$2,000.00
1	3	1	1st thru 5th Grade Instructional Paraprofessional	61298	\$25,000.00
1	3	2	Interactive Journals	63399	\$2,000.00
1	4	4	Full Time Librarian Media Specialist	6119	\$0.00
2	1	1	CHAMPS Books	6325.00	\$500.00
4	1	1	Parent Involvement Supplies	6399.00	\$760.00
4	1	1	Parent Involvement Snacks	6499.PI	\$500.00

4	1	1	Parent Involvement Liaison	6117.00	\$2,000.00
4	2	1	Parent liaison	6117	\$2,000.00
5	1	1	Snacks for parents, pamphlets, and supplies	6499.PI	\$500.00
5	2	2	Transportation for the Houston Rodeo	6494.00	\$1,600.00
Sub-Total					\$99,960.51
Budgeted Fund Source Amount					\$186,329.00
+/- Difference					\$86,368.49
461 Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Attendance Incentives	6399.00	\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$19,372.62
+/- Difference					\$17,372.62
Grand Total					\$122,660.51