

Brownsville Independent School District
Gallegos Elementary
2017-2018 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

The SBDM met to discuss and address attendance and high student mobility at Gallegos Elementary. We reviewed the following resources to identify our demographics needs: Enrollment, Daily Attendance Reports and Tutorial Attendance reports. We review our daily attendance and based on this information our teachers make phone calls home, set up parent conferences and our parent liaison makes home visits all in an effort to promote student attendance. Our teachers and parent liaison ensure that absences are excused and the proper documentation is in place. State Compensatory, Title I and Bilingual funds are used for our tutorials and extended day instruction in an effort to close the achievement gap and prevent failure. Attendance is also monitored during tutorials and extended day for our At-Risk, Bilingual, Migrant and students receiving Special Education services. Our At-Risk (71%), Bilingual (55.2%), Special Ed. (13.3%), Economically Disadvantaged (99.1%), and Migrant (2%) students need access to instructional materials and supplies in order to keep up with accelerated instruction. In an effort to improve student attendance, students will be recognized each 6 weeks, receive incentives (certificates, ribbons, pencils...).

Demographics Strengths

- Attendance Reports
- Parent liaison documentation of attendance follow up

Needs:

- In an effort to improve student attendance, students will be recognized each 6 weeks, receive incentives (certificates, ribbons, pencils...).

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to improve our student attendance and ensure that it meets the state requirement of 97%. **Root Cause:** There is a high mobility rate among our students.

Student Achievement

Student Achievement Summary

The SBDM met to disaggregate data including STAAR ,TELPAS online Reading, TPRI/Tejas Lee, C-PM and OWL (PK). We also reviewed SSI information, promotion/retention rates, District Assessment/ Benchmarks, Campus Assessment data through Tango and Eduphoria to determine the needs of our students and how to best improve their achievement. We determined the goals needed to meet AMAOS for this school year and reduction of students retained at the end of the academic year. Through our assessment data analysis, we identify our strengths and areas that need improvement. Our assessment data is what drives our instruction. This data is used to determine intervention strategies for students and reduce the number of students on an RTI. We also use this data to address the individual student needs to prevent failure. In order for our students to continue to make measureable gains in academic achievement, they will attend tutorials (3rd-5th students and extended day instruction for our PK-5th grade students. Their focus will be on Reading, Writing, Math and Science, but we will need instructional materials (Measuring Up, Motivation, Kamico...) that will assist our teachers in preparing our students for state testing. In an effort to differentiate instruction for G/T students, our Kinder-5th grade students (based on their grade level) participate in different events throughout the year including: UIL, Science Fair, Destination Imagination and Chess. Students are encouraged to participate in our AR program for which the librarian will present them with incentives including field trips, certificates, ribbons etc...

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (73%) 4th Grade (80%) 5th Grade (86%) **Overall Reading: (80%)**

Writing: 4th Grade (80%)

Math: 3rd Grade (84%) 4th Grade (81%) 5th Grade (93%) **Overall Math: (86%)**

Science: 5th Grade (82%)

The student performance scores were compared over a period of 2 years and they demonstrate that students are showing improvement from one year to the next.

Performance variation between all student groups:

3rd Reading: At-Risk (85.71%), Economic Disadvantage (90.28%), Hispanic (90.41%), Female (88.89%), Male (91.89%), Gifted and Talented (100%), LEP (84.38%) Migrant (N/A) Special Ed. (50%)

4th Reading: At-Risk (73.33%), Economic Disadvantage (89.74%), Hispanic (89.74%), Female (97.44%), Male (82.05%), Gifted and Talented (100%), LEP (46.15%), Migrant (50%), Special Ed. (100%)

5th Reading: At-Risk (74.29%), Economic Disadvantage (84%), Hispanic (84%), Female (87%), Male (80%), Gifted and Talented (100%), LEP (77%), Migrant (100%), Special Ed. (0%)

Writing: At-Risk (71.43%), Economic Disadvantage (85.53%), Hispanic (85.53%), Female (89.74%), Male (81.08%), Gifted and Talented (92.31%), LEP (36.36%) Migrant (0%) Special Ed. (100%)

3rd Math: At-Risk (92%), Economic Disadvantage (93.06%), Hispanic (93.24%), Female (91.89%), Male (94.59%), Gifted and Talented (100%), LEP (93.75%) Migrant (N/A) Special Ed. (50%)

4th Math: At-Risk (82.86%), Economic Disadvantage (92.68%), Hispanic (92.68%), Female (90%), Male (95.24%), Gifted and Talented (100%), LEP (73.33%) Migrant (100%) Special Ed. (100%)

5th Math: At-Risk (83%), Economic Disadvantage (83.72%), Hispanic (83.72%), Female (86.36%), Male (80.95%), Gifted and Talented (100%), LEP (83%) Migrant (100%) Special Ed. (100%)

Science: At-Risk (73.68%), Economic Disadvantage (80.68%), Hispanic (80.68%), Female (79.55%), Male (81.82%), Gifted and Talented (100%), LEP (64.52%) Migrant (100%) Special Ed. (66.67%)

Student Achievement Strengths

- Improved overall STAAR scores in Reading, Writing, Math & Science
- Met and maintained our 5 star distinction
- Increase of G/T students/More students have been identified
- Improved TELPAS Reading Scores
- Teachers are able to use assessment data to inform their instruction
- Teachers use the assessment data to provide research based intervention strategies.

Needs:

- Students are encouraged to participate in our AR program for which the librarian will present them with incentives including field trips, certificates, ribbons etc...
- Our librarian will also need additional resources including: classroom timer, magnetic write wipe board, cash box, SD card, camera case, storage boxes, outlet protector, white out, staple remover and card stock for use in the library with our students.
- Their focus will be on Reading, Writing, Math and Science, but we will need instructional materials (Measuring Up, Motivation, Kamico...)
- Students need access to novels and literature during regular class instruction and extended day.
- Students will participate in a Coding Club that focuses on Math and Science
- Our Destination Imagination will practice throughout the school year and compete in as part of a final activity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improve STAAR scores for Special Ed. and ELL students. **Root Cause:** Special Ed. students are performing 2 to 3 grade levels below and ELLS are lacking vocabulary and experiences

Problem Statement 2: Improve STAAR scores for our 3rd-5th students to ensure that they meet the "Approaches" and "Meets" levels. **Root Cause:** Our students have limited experiences with language, vocabulary and real life. They face many personal and academic challenges.

Problem Statement 3: Improve student academic achievement to reduce the number of students placed on RTI during the year **Root Cause:** Our students face many challenges including limited language, vocabulary and experiences.

School Culture and Climate

School Culture and Climate Summary

As part of our Campus Needs Assessment, we provide parents, teachers and students with surveys and questionnaires to enable them to provide us with feedback about how to better improve our school culture and climate. We had faculty, staff, students and parents participate in campus needs assessment, migrant and advanced academics surveys. We met as a committee to review the results identify strategies to improve and promote a positive school culture and climate. We used the resources below to identify our school culture and climate needs. Our PK-5th grade students participated in our Music program as part of musical enrichment. Two groups of 4th & 5th grade students participated in a Coding Club in an effort to promote technology applications in everyday life. We did establish a fitness club, running club, volley ball and basketball teams in an effort to increase student participation and motivation in sports in an effort to promote a healthy lifestyle. A group of our students will participate in Destination Imagination for advanced academics. In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus for orientation.

School Culture and Climate Strengths

- Shared educational philosophy
- High expectations
- Positive school climate promoted through frequent meetings within the school community
- Parental involvement
- Active SBDM
- High achieving classroom walkthroughs
- Immediate feedback from campus administration in an effort to make faculty and staff aware of recent developments, campus procedures, weekly calendar, professional development opportunities through a weekly newsletter.
- Active participation in the Coding club and district conference held at the end of the year
- Active participation in health & fitness, Fitness Gram, Annual Fun Meet and CATCH Committee
- Active student participation in our campus running club, volleyball and basketball teams

Needs

- In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus for orientation.
- Our students will attend activities/competitions for running club, volleyball and basketball.
- Our Destination Imagination students will need access to supplies and provisions for the DI competition.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase student participation in different school activities in an effort to motivate them to be more active at school. **Root Cause:** Students lack experiences, self confidence and motivation

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As per our CNA, we need to retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Strategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

Staff Quality, Recruitment, and Retention Strengths

- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- T-TESS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff

Needs:

- Our teachers need to attend professional development and we hire substitutes to enable them to attend sessions.
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our teachers need to continue attending high quality professional development based on our student needs. **Root Cause:** Our students have many challenges and our teachers need to be prepared to address their needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In an effort to improve the delivery of instruction, the SBDM reviewed different curriculum resources that our teachers need to be trained with in order to improve their delivery of instruction. We are in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction will conduct walk-throughs and model lessons in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use a plethora of instructional resources and materials to address the needs of our students. Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks, STAAR scores, TELPAS & AMAO results, SSI information, TANGO Central and Trends reports. Based on low Writing District Benchmark scores, we determined that our students need more assistance with Writing. Our 3rd-5th grade teachers attended the 6 Traits of Writing training and they are expected to implement newly learned Writing strategies in their classrooms. Our focus will be on Reading, Writing and 2nd language acquisition. Based on our STAAR results, our special ed and ELL students performed low and show the most need of our school population. Our 3rd-5th grade students will have access to math dictionaries in an effort to increase their math concept internalization thus improving our math scores. Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition. Our PK-5th grade, and Special Ed. students have opportunities to attend field trips during the school year in an effort to build their background knowledge, vocabulary development and expand their experiences. Our PFS migrant & migrant students will receive supplemental support services, school supplies to enable them to complete their work at home and school, they'll attend summer school, tutorials, extended day and Tier II instructional time in order to close the achievement gap. Migrant, Special Ed. At-Risk and Bilingual students (PK-3rd) will be assessed with CPALLS or TPRI/Tejas Lee to identify students in need of intervention.

Curriculum, Instruction, and Assessment Strengths

- Horizontal & vertical alignment
- Consistent implementation of district curriculum
- Fidelity to the instructional programs
- Differentiated/leveled instruction for students
- Effective delivery of instruction
- Effective technology programs that improve academic achievement

Needs:

- Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms.
- We need access to colored tagboard for Language Enrichment cards.
- Our 1st-5th grade students will have access to dictionaries to facilitate vocabulary development and word meaning in text.
- Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition.
- Our PFS migrant & migrant students will receive supplemental support services, school supplies to enable them to complete their work at home and

- school, they'll attend summer school, tutorials, extended day and Tier II instructional time in order to close the achievement gap.
- Our migrant students need access to USBs (to save audio books), audio books, CD players and dictionaries to facilitate vocabulary development and word meaning in text. They also need access to school supplies for use at school and at home to complete their class and homework.
 - Our 4th grade teachers will attend the Empowering Writers training in an effort to improve student writing scores.
 - Our Kinder students need developmentally appropriate primary composition notebooks to facilitate their writing and 2nd language acquisition.
 - Our Special Ed. students need access to board games, manipulatives, puzzles and general supplies.
 - Our students need access to sharpeners for use during assessment.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our teachers constantly need to adjust their delivery of instruction and they must be at full implementation of the district curriculum guidelines and initiatives. **Root Cause:** Our students need very direct and deliberate instruction and our teachers must fully implement our district curriculum guidelines.

Family and Community Involvement

Family and Community Involvement Summary

Our SBDM identified a need for more parental and community involvement. We're also trying to reduce student mobility and increase stability by providing parents with support from school and the community in order to keep their children enrolled in our campus. Parents completed a survey in which the SBDM identified areas that needed improvement. The parent liaison provides meetings and trainings for parents to attend and she retains appropriate documentation. The Dean of Instruction and BISD curriculum specialists have met with parents on multiple occasions to discuss instructional strategies that they can do at home that will enable their children to improve academically. They have also met with them to discuss our instructional program on campus and assessment awareness. Parents have been motivated to attend parent luncheons with their child & school activities in an effort to promote parent involvement. We assign student planners & homework folders to our students to ensure that parents are aware of upcoming events besides homework requirements.

Family and Community Involvement Strengths

- Parental involvement
- Increased parental attendance during meetings and school activities
- Effective community relations
- Effective parent volunteers
- Frequent parent meetings & trainings
- Frequent meetings with Dean of Instruction & BISD curriculum specialists
- Seven opportunities to explore different career options

Needs:

- We assign student planners & homework folders to our students to ensure that parents are aware of upcoming events besides homework requirements.
- Parents are invited to attend meetings, school luncheons and assemblies at the campus.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: We need to improve parent participation and increase parental involvement. **Root Cause:** Parents lack educational empathy.

School Context and Organization

School Context and Organization Summary

The SBDM reviewed a district activity on assessing school safety at all schools. We determined through thorough discussion that we need to be more vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education. Our counselors will attend professional development to ensure they receive counseling updates to better serve our students. We are also required to implement effective procedures to identify and enroll homeless students in a timely manner. Our school nurse attends trainings for health updates that will have a direct impact on our students.

School Context and Organization Strengths

- Effective SBDM Committee
- Efficient mentor teachers
- Extensive communication between faculty, staff, students, parents and administration
- Unity amongst faculty, staff & administration
- Successful & dedicated leadership, guidance & direction
- Effective school safety
- Our counselors will attend professional development to ensure they receive counseling updates to better serve our students.

Needs:

Our counselors will attend professional development to ensure they receive counseling updates to better serve our students.

Our counselors need supplies, books and incentives to motivate our students to be on their best behavior both at school and at home. Students are also encouraged to make good decisions and not bully others.

Our school nurse will have access to nursing supplies to better serve our students.

Our Life Skills teachers will have access to supplies including gloves to facilitate diaper changes.

Our school will implement energy saving strategies to ensure that we conserve our resources. We will continue to monitor our campus and maintain our facilities to ensure that students attend an environment that is conducive to learning for all of our students.

Our school will ensure that 100% of budgeted funds will be expended based on prioritized needs in adherence to the funding reports.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need to continuously maintain a safe environment for our students, faculty, staff and parents. **Root Cause:** Societal and family issues

Technology

Technology Summary

The SBDM reviewed the fixed assets report and technology equipment update calendar to determine the needs of our campus. Based on these findings, our technology infrastructure update was determined. Teachers need flash drives in order to save instructional lessons from Pearson/Envision Math, Pearson/Science, HMH Reading and other resources that are necessary for their classroom instruction. Our students need access to new computers, tablets and IPADS in order to access the following programs including: Summit K-12 technologies, Edusmart (Science), River Deep (Math) and Study Island/Edmentum (Reading, Math, Science and Writing). Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition. We reviewed the following sources including: our fixed assets report, STAR survey, Tango-Central/Trends usage and technology professional development opportunities to assist us in identifying our technology needs.

Technology Strengths

- Edusmart Science, Study Island/Edmentum Summit K-12 Technologies in the computer lab/classrooms
 - Technology Support Teacher available
 - Increase of G/T students/more students have been identified
 - eSchool is available to administration and parents to monitor student progress
 - Improved TELPAS online Reading scores
 - Smart Boards in many classrooms
 - Students have access to computers in all classrooms and computer labs
 - Students have access to tablets and IPADS for classroom/academic use
 - Our students need access to new computers, tablets and IPADS in order to access the following programs including: Summit K-12 technologies, Edusmart (Science), River Deep (Math) and Study Island/Edmentum (Reading, Math, Science and Writing).
 - Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition.
-
- Needs:
 - Students have access to computers in all classrooms and computer labs
 - Students have access to tablets and IPADS for classroom/academic use
 - Our students need access to new computers, tablets and IPADS in order to access the following programs including: Summit K-12 technologies,

Edusmart (Science), River Deep (Math) and Study Island/Edmentum (Reading, Math, Science and Writing).

- Our 1st & 2nd grade students need access to the Prodigy website for Math support.
- Our 2nd & 3rd grade students need access to the Learning A-Z website for Language Arts support.
- Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition.
- Our 5th grade students will have access to tablets as part of our 5th grade initiative to enable them to use the internet for instructional purposes.
- Our G/T students will have access to headphones for use at the listening center during differentiated instruction as they read above level books.

Problem Statements Identifying Technology Needs

Problem Statement 1: We need to continuously improve our technology infrastructure to provide our students with updated technology items. **Root Cause:** Outdated or obsolete technology items

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 Released Test Questions
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals



Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens




Performance Objective 1: By the end of school year 2017-2018, the percentage of students passing Social Studies tests will be 85%



Evaluation Data Source(s) 1: Social Studies Assessment Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Social Studies Integration with Reading: 2nd -5th grade Students will review test taking strategies. Social Studies Instructional Materials: Teachers will use instructional materials to differentiate instruction for students during Social Studies.</p> <p>Population: 2nd -5th (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline--August 2017-June 2018 -Weekly assessments starting in August 2017-June 2018</p> <p>CNA 10-11</p>	<p>3, 8</p>	<p>-Administration -Dean of Instruction -2nd-5th grade teachers</p>	<p>Formative: Weekly tests -Walk-throughs -Monitor for classroom usage of reading practices that focus on social studies PK ongoing observations Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests & District Benchmarks Summative: Reading STAAR scores, PBMAS, TELPAS Reading, AMAOS, LAS PK ongoing observations EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate</p>				
<p>Funding Sources: No Funds Required - \$0.00, 211 Title I-A - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>2) Technology Training for Social Studies Teachers Social Studies teachers will be trained on Powerpoint, SmartBoard, Weblinks and Pearson Realize in order to facilitate Social Studies lessons and impact delivery of instruction. Reading/Language Arts will also be impacted by improved instruction in Social Studies.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2017-June 2018</p> <p>CNA 14-15</p>	3, 4	-Campus Administration -Social Studies Teachers	<p>Formative: Weekly Reading and Social Studies assessments and district benchmarks -Professional development opportunities/ professional leaves/ERO</p> <p>Summative: Reading STAAR scores, and TELPAS Reading</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>3) Reading and Writing Strategies through Social Studies Instruction Teachers will implement and support Reading and Writing strategies in Social Studies instruction to focus on Expository Text. Teachers will focus on prediction, inference, summarizing, paraphrasing and research in order to increase and support student success in assessments.</p> <p>Populations: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--August 2017-June 2018</p> <p>CNA 10-11</p>	3, 9	-Administration -Dean of Instruction -Social Studies Teachers	Formative: Weekly Reading and Social Studies assessments and district benchmarks -Walk-throughs -Monitor for reading & writing strategies through Soc. Studies implementation Summative: Reading STAAR scores, and TELPAS Reading				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 6</p> <p>4) Patriotism Alive Teachers and students will participate in different activities including Kids voting, online voting, Celebrate Freedom Week and Constitution Day.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-Sept. 2017 Celebrate Freedom Week Oct. 3-14 Mock Voter Registration Nov. 1 Voting Results</p> <p>CNA 10-11</p>	-Administration -Dean of Instruction	Formative: Student Participation -Voting results report Summative: Student Participation and Voting Results				
	<p>Funding Sources: No Funds Required - \$0.00</p>					
<p align="center"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

Performance Objective 2: A minimum of 90% of our Gallegos students will demonstrate "Approaches Level" on the STAAR and 30% will obtain Meets/Masters in Reading, Writing and Math .

A minimum of 90% of 5th Grade students will achieve a Level II Satisfactory Performance on the STAAR Science assessment. A minimum of 30% of 5th Grade students will achieve a "Masters Level" performance.

Gallegos Elementary will increase G/T recommendations by 30% in 1st-5th and 100% for our kinder students in an effort to enable them to reach their full potential through their participation in Science Fair, Chess, Destination Imagination and UIL.

Evaluation Data Source(s) 2: 2018 STAAR Results

Increased student participation in Science Fair, Chess, Destination Imagination and UIL.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>1) Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training (Texas Gateway Online) in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Campus Administrators will attend professional development in an effort to disseminate information that is pertinent to STAAR. Our teachers will have an opportunity to attend the sessions listed below 1.New Teachers to the School</p>	1, 3, 4, 5, 8	-Campus Administration -Dean of Instruction -PK-5th grade teachers	Formative: Weekly assessments, Campus Assessments BOY & MOY TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Weekly schedules -Walk-throughs -Monitor curriculum implementation Summative: EOY TPRI/Tejas Lee Assessment TELPAS Reading STAAR Reading scores				

Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January).

2. Response to Intervention

Language Enrichment

Esperanza

Reading Readiness

Preparacion para la lectura

3-tier model

Ready Set Teach

21 days Centers

Effective Differentiated Instructional Practices

Houghton Mifflin Harcourt Core reading program

Reading Academies

3. Substitute Teacher Salary

A Substitute Teacher Salary will be provided for substitutes while teachers attend professional development.

4. Sheltered Instruction Professional Development

5. Empowering Writers Training

Population:

(AR)

(SE).

Non-Lep

(LEP)

(MI)

(DYS)

(GT)

(TI)






Timeline--Weekly assessments starting in August 2017-June 2018

-Campus assessments using TANGO Trends once every 7 weeks

-District Benchmark January 2018

CNA 9

Funding Sources: 162 State Compensatory - \$2,000.00, 163 State Bilingual - \$3,550.00

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>2) Academic Vocabulary Teachers will be trained on how to address the need to improve student use & comprehension of academic vocabulary by using Marzano's vocabulary instruction and Academic Vocabulary for English Language Learners in Texas. The use of these materials will enable students to show measureable improvement on PBMAS, SELP/SSLP, TELPAS Reading & Reading STAAR scores, TPRI & Tejas Lee scores. Our students need access to dictionaries to facilitate 2nd language acquisition and enable vocabulary development.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-August 2017-June 2018</p> <p>CNA 10-11</p>	3, 4, 5, 8	<ul style="list-style-type: none"> -Administration -Dean of Instruction -PK-5th grade teachers -Spec. Ed. teachers 	<p>Formative: Weekly assessments, Campus Assessments BOY & MOY TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Walk-throughs -Monitor for implementation BOY & MOY C-PM Summative: EOY TPRI/Tejas Lee Assessment EOY C-PM TELPAS Reading & Reading STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00, 163 State Bilingual - \$1,450.00</p>							
<p>PBMAS Critical Success Factors CSF 1</p> <p>3) Reading Renaissance Learning: This program is set up to motivate students to read. Students self select books (at their level) and take quizzes that focus on comprehension. Students comprehension, fluency and love of reading increases. Students will also be exposed to a plethora of vocabulary development by reading an extensive library of books. Librarian Resources</p>	3, 4	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Librarian -K-5th grade teachers -Spec. Ed. teachers 	<p>Formative-Monitor Accelerated Reader for student point accumulation, Campus & District assessment scores, BOY & MOY TPRI/Tejas Lee Monitor library maintenance PDS documentation, attendance, agendas & sign-in sheets Summative-EOY TPRI/Tejas Lee scores, TELPAS Reading scores & STAAR scores Extended use of library books for Reading Renaissance Learning implementation To determine growth in independent reading levels. PDS documentation, attendance, agendas & sign-in sheets</p>				

The Librarian will order books to supplement the library including class sets. She will also need additional resources including: classroom timer, magnetic write wipe board, cash box, SD card, camera case, storage boxes, outlet protector, white out, staple remover and card stock for use in the library with our students.

The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities.

The Librarian will attend regional, state or national conferences annually and present information gained to the campus as a turn around training. The Librarian will conduct professional development for campus personnel that supports the school library program elements found in state mandated curriculum, the SBEC guidelines, the STAR Chart at the target technology level and national standards for library programs.

Population:

(AR)

(SE).

Non-Lep

(LEP)

(MI)

(DYS)

(GT)




(TI)

Timeline--August 2017-June 2018

Daily

CNA 4-6, 10-11

Funding Sources: No Funds Required - \$0.00, 199 Local funds - \$456.37

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>4) Reading Instructional Materials: Teachers will use instructional materials to</p>	<p align="center">3</p>	<p>-Dean of Instruction -PK-5th grade Reading classroom teachers -Special Ed. Teachers -Librarian</p>	<p>Formative: Weekly tests, TPRI/Tejas Lee BOY & MOY Assessment, Campus Assessments and District Benchmarks -RTI intervention documentation -Walk-throughs BOY & MOY C-PM Summative:</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>	
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differentiate instruction for students in Reading. Teachers will use leveled Houghton Mifflin Harcourt, Florida Center for Reading Research Activities, Language Enrichment & Language Arts materials and library reading logs. Teachers will use duplicating paper to reproduce instructional activities for tutorials and small group instruction. Teachers use boom box CD radios in order to implement their listening centers, including Read Naturally reading practices, during small group reading instruction.

Open purchase order for pencils, butcher paper, post-its, folders, glue sticks, crayons, tempera paint, staples, tape, envelopes, expo-markers, markers, paper, broken line paper, drawing manila paper, colors, colored paper(for arts & crafts), colored tag board(for Language Enrichment Cards), pencil sharpeners, dry erase markers, laminating film, sentence strips, bordette, poster boards, chart rings, paint, staples, staplers, tape, glue sticks, supplies, clocks, kleenex, batteries and plastic binding combs to create instructional reading booklets for students. PK and Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness. Our students receiving Special Ed. instruction will use Reading Mastery Reading workbooks based on their level to improve reading, fluency and comprehension.

Open purchase order at the Media Center to be used to print reading logs. The Librarian will provide teachers with feedback on student performance at the end of every six weeks. She will use duplicating paper and printer ink to reproduce Accelerated Reading Reports. Student logs will be used daily to ensure that students are successfully using the Accelerated Reading Program. Our students need access to sharpeners for use during assessment.

Population:
(AR)
(SE)
Non-Lep
(LEP)
(MI)

3rd-5th grade Reading scores on STAAR, STAAR-Alternate & STAAR-A
60% above on Reading TELPAS
EOY C-PM

Funding Sources: 162 State Compensatory - \$17,783.75, 166 State Special Ed. - \$545.08, 163 State Bilingual - \$26.62, 212 Title I-C (Migrant) - \$144.00, 199 Local funds - \$2,000.00, 211 Title I-A - \$132.00, 263 Title III-A Bilingual - \$1,328.00

(DYS)
(GT)
(TI)

Timeline--Weekly assessments starting in August
2017-June 2018

-Campus Unit Assessments
once a six weeks

1st 6 weeks-9/29/2017

2nd 6 weeks-11/3/2017

3rd 6 weeks-12/21/2017




4th 6 weeks-2/21/2018



5th 6 weeks-4/20/2018

6th 6 weeks-6/8/2018





-District Benchmark January 2018

CNA 10-11

<p style="text-align: center;">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Math Instructional Resources and Materials Teachers will use instructional resources and materials to address the needs of our students. Students will have access to manipulatives, puzzles, character building activities, and instructional games. Students will use the following items in their classrooms: ink/toner, floor mats, vocabulary journals, magnetic multiplying charts, magnetic story boards, solar systems fact finder, self checking multiplication cards, laminating paper and colored tag board. Students will also use batteries for electronic games used during small group instruction.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline-August 2017- June 2018/Daily</p> <p>CNA 10-11</p>	<p>3</p>	<p>-Administration -Dean of Instruction</p>	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, STAAR-A and STAAR-Alternate</p>				
<p>Funding Sources: No Funds Required - \$0.00, 162 State Compensatory - \$3,000.00, 211 Title I-A - \$678.00, 199 Local funds - \$1,000.00, 166 State Special Ed. - \$800.00</p>							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>6) Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee to review student grades, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in reading, writing, and math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Houghton Mifflin Harcourt Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline- 9/29/2017 11/3/2017 12/21/2017 2/21/2018 4/20/2018 6/8/2018</p> <p>CNA 4-5, 10-11</p>	1, 3, 8	<ul style="list-style-type: none"> -Administration -Dean of Instruction -RTI committee -PK-5th grade teachers 	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Aprenda, SAT-10, Campus Assessments and District Benchmarks BOY & MOY C-PM -Classroom schedules -Walk-throughs Summative: EOY TPRI/Tejas Lee Assessment, Reading STAAR scores EOY C-PM</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Dyslexia Teacher: The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement. Population: (AR) (LEP) (MI) (DYS) (TI) Timeline--August 2017-June 2018 (Daily)</p> <p>CNA 9</p>	3	<ul style="list-style-type: none"> -Dyslexia teacher -Administration -Dean of Instruction -Administrator for State Compensatory Education 	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments, District Benchmarks, lesson plans, classroom observations, student progress reports</p> <p>Summative: EOY TPRI/Tejas Lee Assessment & Reading STAAR scores</p>				
<p>Funding Sources: 162 State Compensatory - \$51,675.00</p>							
<p>Critical Success Factors CSF 6</p> <p>8) Custodial Supplies Custodial supplies will be purchased to be used during our extended day instruction (tutorial).</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--September 2017-May 2, 2018 -Weekly assessments starting in August 2017-June 2018 -Campus Assessments once a six weeks August 2017-2018 -District Benchmark January 2018</p> <p>CNA 4-5</p>		<ul style="list-style-type: none"> -Administration -Custodians 	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments and District Benchmarks</p> <p>Summative: EOY TPRI/Tejas Lee Assessment, & Reading STAAR scores, TELPAS Reading scores, PBMAS, LAS scores</p>				
<p>Funding Sources: 199 Local funds - \$3,851.60</p>							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>9) Early Reading, Math & Science Intervention: This program is based on C-PM/CPALLS testing. C-PM/CPALLS assessment results drives instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the C-PM/CPALLS manual activities to assist students having difficulty in reading, math and science.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline--September 2017-May 2018</p> <p>CNA 4-5</p>	3	<ul style="list-style-type: none"> -Administration -Dean of Instruction -PK teachers 	Formative: C-PM BOY & MOY assessment -Classroom schedules -Walk-throughs Summative: EOY C-PM assessment				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>10) Curriculum Implementation: (Reading, Language Arts, Math & Science) Our Kinder students will use developmentally appropriate primary composition books to facilitate their writing and 2nd language acquisition. Administration ensures that the HMH ELAR district curriculum plan is implemented in PK-5th grade to ensure success on the upcoming STAAR assessment for students in 3rd-5th grade, TPRI/Tejas Lee, LION, CPALLS assessments. Administration ensures that Mid and End Checkpoint assessments are implemented in 3rd-5th to monitor progress and ensure that our instruction is data driven. PBMAS and LAS scores will be impacted due to ESL instruction</p>	3, 8, 9	<ul style="list-style-type: none"> -Administration -K-5th grade teachers 	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment, Reading, Writing, Math & Science Campus Assessments and District Benchmarks -Classroom schedules -Walk-throughs -Monitor for implementation -Mid & end checkpoint assessments each six weeks Summative: EOY TPRI/Tejas Lee Assessment & Reading, Language Arts, Math & Science STAAR scores, PBMAS, LAS Scores				

implemented through the HMH ELAR curriculum. Envision Math curriculum is implemented in K-5th grade. Students will use math manipulatives and Calendar Math Activities in order for students to internalize new math concepts. Classroom storage tray centers & mobile student work organizers will be used to store math manipulatives and organize student work.

STAAR Reading, Language Arts, Math & Science Trainings

PK-5th teachers will attend STAAR training sessions that focus on the Reading and Writing assessment blueprint, ELARs Guiding questions and Depth of Knowledge (DOK), Language Arts Cohort (LA Curriculum Frameworks), and TLI Strategies Trainings.

Math and Science

PK-5th grade teachers will attend trainings during the 2017-2018 school year to review curriculum updates and the newly adopted Science textbook.

Administration ensures that the Science curriculum frameworks are implemented in K-5th grade.

Population:

(AR)

(SE)

Non-Lep

(LEP)

(MI)

(DYS)




(GT)






(TI)



Timeline--August 2017-June 2018




CNA 4-5, 10-11





Funding Sources: No Funds Required - \$0.00, 163 State Bilingual - \$96.00






<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>11) STAAR Reading, Writing, Math and Science Test Practice Materials: STAAR test practice materials will be selected by teachers and purchased to be used during tutorials in an effort to ensure that students reach 90% and above in Reading, Math, Writing and Science STAAR scores. Teachers will use duplicating paper to development STAAR activities for use during tutorials thus enabling students to practice and review the assessment format and measure student performance. The following instructional resources will be used: Mentoring Minds/Motivation Reading, Writing, Math and Science, and Forde Ferrier STAAR formatted Reading, Writing, Math, STAAR Master, MATH GPS, Fast Focus, STAAR Countdown, Measuring Up, Drops in a Bucket and STAAR Coach & Science booklets and Support Coach for Reading and Math.</p> <p>Population: (AR) Non-Lep (LEP) (MI) (DYS) (TI) (SE)</p> <p>Timeline--August 2017-June 2018</p> <p>CNA 4-5, 10-11</p>	3, 8	<ul style="list-style-type: none"> -Administration -2nd-5th grade teachers -Administrator for State Compensatory Education 	<p>Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment BOY & MOY C-PM tests, Reading, Writing, Math & Science Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation -District/Campus assessments results Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading, Writing, Math & Science STAAR, STAAR-A, STAAR-Alternate scores, TELPAS online Reading test</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$0.00</p>							



<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) OWL PK teachers will administer the OWL assessment four times a year. In an effort to identify academic (Reading, Math, Science & Social Studies) difficulties in PK students and provide early intervention. They will also progress monitor all their students throughout the school year Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-OWL Screening Assessment BOY-10/17-10/21 MOY-2/13-2/17 EOY-5/8-5/12 CNA 4-5</p>	7, 8	-Administration -Dean of Instruction	Formative: BOY Screening Assessment & Progress Monitoring 1 & 2 -Walk-throughs -OWL results -OWL progress monitor results Summative: EOY OWL Assessment				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>13) Make & Take and Vertical Alignment Sessions for Reading, Writing, Math and Science PK-5th Grade, Special Ed. & Special Programs teachers will participate in Make & Take and vertical sessions in order to create instructional activities to be used in small group and to differentiate instruction. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-September 2017-June 2018 CNA 4-5, 10-11</p>	4	-Administration -Dean of Instruction	Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Reading, Writing, Math and Science Campus Assessments & District Benchmarks -Monitor for activity implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing Reading, Writing, Math and Science STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: 162 State Compensatory - \$0.00							





<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>14) Professional Development Our teachers will attend professional development for Reading, Writing, Math, Science and Social Studies Language Arts & grade level specific professional development for teachers to implement effective reading, math, writing and science. Campus Turn-Around Trainings, Cognitive Strategies Trainings are provided to faculty and staff to improve student achievement and increase our Campus Assessments, District benchmarks, STAAR reading and language arts and TPRI/Tejas Lee and TELPAS online reading scores. Reading, Writing, Math and Science Maintenance Meetings PK-5th grade teachers will attend monthly Reading, Writing, Math and Science Maintenance meetings to receive curriculum updates. Planners Teachers will use planners to keep track/document staff development. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 3, 12</p>	3, 4, 5, 8	-Administration -Dean of Instruction	<p>Formative: Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans. -Meeting agendas -Sign-sheets -C-PM, TPRI, & Tejas Lee results Campus assessments and district benchmarks Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate</p>				
<p>Funding Sources: No Funds Required - \$0.00, 211 Title I-A - \$0.00</p>							



<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>15) 6 Traits of Writing, Write for Success & Empowering Writers Our 3rd-5th grade teachers attended the 6 Traits of Writing, Write for Success and Empowering Writers trainings in an effort to improve their students writing scores. PK-2nd will use Write for Success to follow the writing process in an effort to produce effective writers. They will implement the Writing strategies by using composition books for every student (K-5th) to enable them to produce writing samples on a weekly basis for review. PK-5th grade teachers will turn in writing journals to Administration, for review, on a weekly basis. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5</p>	3, 4, 5	-Administration -Dean of Instruction	Formative: weekly and Campus Assessments, District Benchmarks -Walk-throughs -Monitor for 6 Traits of Writing & Write for Success strategy implementation Summative: STAAR Writing Scores				
<p>Funding Sources: No Funds Required - \$0.00</p>							

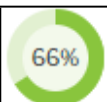
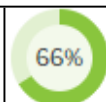
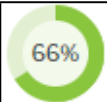
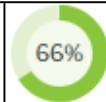

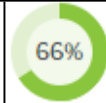
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>16) Small group and Individualized Instruction Based on recent benchmark scores, campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5</p>	3	-Administration -Dean of Instruction	Formative: Walk-through documentation -Walk-throughs -Monitor for small group implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>17) Motivational Presentation We will have 3rd -5th grade teachers listen to a motivational speaker that will address them on maintaining focus and setting goals with the end in mind.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-May 2018 CNA 7-8</p>		-Administration	Formative: Walk-through documentation -School Purchase Order Summative: STAAR scores				
Funding Sources: No Funds Required - \$0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>18) Math the TEKS Way & OWL Math: Teachers will use Math the TEKS Way, OWL Math and the C-PM manual to improve students' math skills. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 CNA 4-5</p>	3, 7	-Administration -Dean of Instruction	Formative: Walk-throughs -Monitor for Math the TEKS Way implementation Summative: Improved Math Skills				
Funding Sources: No Funds Required - \$0.00							
<p>Critical Success Factors CSF 1</p> <p>19) 5th Grade Class Size Reduction Teacher Teacher will facilitate grade level to provide small group instruction for At-Risk students by reducing class size. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 9</p>	3	-5th grade teacher -Administration	Formative: Envision Unit Assessments and District Benchmarks -Class rosters -Position control Summative: STAAR Math scores				
Funding Sources: 211 Title I-A - \$58,224.00							

<p align="center">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7</p>	3, 9	-Administration -Dean of Instruction -1st -5th grade teachers	Formative: Weekly tests, campus & district assessment/benchmarks -Walk-throughs Summative: Science STAAR scores				
<p>20) Edusmart Science Teachers will use the Edusmart Science online system to facilitate delivery of instruction in science and enable students to internalize new concepts. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 14-15</p> <p>Funding Sources: No Funds Required - \$0.00</p>							

<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>21) Field Trips Students will attend field trips that focus on science in the community in order to build life experience and thus expand their background knowledge that will prove necessary for assessment purposes. Students who reach their yearly goal of 100 AR points will be rewarded with a field trip at the end of the school year. This promotes and fosters a passion for reading and learning.</p> <p>Middle School Field Trip: Students will visit Garcia M.S. for orientation and to learn about the different educational opportunities offered in middle school and the expectations and requirements upon entering 6th grade.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 CNA 4-5</p>		<ul style="list-style-type: none"> -Administration -PK-5th grade teachers -Special Education teachers -Special Programs teachers -Librarian 	<p>Formative: Weekly tests, campus assessments, district benchmarks, AR scores</p> <ul style="list-style-type: none"> -Verification of students attending the field trip -Classroom activity to tie in the learning experience Survey -Collaboration & coordination between Gallegos and Garcia MS to enable students to participate in the orientation <p>Summative: AR scores & Science STAAR scores, students will correctly identify middle school requirements & expectations</p>				
<p>Funding Sources: No Funds Required - \$0.00, 199 Local funds - \$100.00</p>							
<p>Critical Success Factors CSF 6</p> <p>22) College and Career: Students will be exposed to 7 or more college options and teachers will discuss future career options Choice Slips: 5th grade students/Pre-AP Population: 5th grade (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-August 2017-May 2018 CNA 7</p>	<p>10</p>	<ul style="list-style-type: none"> -Counselors -Administration -SBDM -PK-5th, Special Ed. & Special Programs teachers 	<p>Formative: Survey</p> <ul style="list-style-type: none"> -M.S. course listing guide -Monitor for participation -Choice slip count <p>Summative: Students will write essays that will be scored holistically</p> <ul style="list-style-type: none"> -100% of all choice slips will be collected 				
<p>Funding Sources: 199 Local funds - \$0.00</p>							

<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>23) Sheltered Instruction Observation Protocol (SIOP)/ELPS Professional Development Teachers will attend professional development that focuses on SIOP and ELPS in order to facilitate learning for our ELL students. Teachers will also have access to TEXAS GATEWAY in order to be in compliance with Bilingual Dept. requirements. Students will be provided with extensive academic vocabulary development in Social Studies including content areas.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5</p>	3, 4, 5	<ul style="list-style-type: none"> -Campus Administration -Dean of Instruction -Social Studies Teachers 	<p>Formative: Weekly Reading and Social Studies assessments and district benchmarks</p> <p>-Professional development opportunities/ professional leaves/ERO</p> <p>Summative: Reading STAAR scores, and TELPAS Reading</p>				
<p>Funding Sources: 163 State Bilingual - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1</p> <p>24) Students who reach their six weeks and yearly AR goals with an 85% in reading accuracy will be recognized and awarded incentives. Students will be provided with stickers, pencils, trophy's etc... The Librarian will use funds from Book Fairs to provide the incentives.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2017-June 2018 CNA 4-5</p>		<ul style="list-style-type: none"> -Librarian -Dean of Instruction -Campus Administration 	<p>Formative: AR scores, BOY/MOY TPRI/Tejas Lee scores, Reading Campus/District Assessment Scores</p> <p>Summative: AR scores, EOY TPRI/Tejas Lee scores and Reading STAAR scores</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>25) Our Kinder students will all be recommended for the G/T program in an effort to identify a higher number of students so that they take advantage of differentiated instruction and thus help them realize their full potential.</p> <p>Our G/T students in Kinder-5th grade will have the opportunity to participate in activities including: Chess, UIL, Science Fair and Destination Imagination.</p> <p>Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2017-June 2018 CNA 4-5</p>	7	<ul style="list-style-type: none"> -Campus Administration -Kinder teachers 	<p>Formative: Higher/increased number of Kinder students identified as G/T</p> <p>Increased participation in Chess, UIL, Science Fair and Destination Imagination</p> <p>Summative: Increased number of Kinder students identified as G/T</p> <p>Increased participation in Chess, UIL, Science Fair and Destination Imagination, increased percentage of Advanced Academic Achievement on STAAR for 3rd-5th G/T students</p>				
<p>Funding Sources: No Funds Required - \$0.00, 199 G/T Advanced Academics - \$0.00</p>							
<p align="center">System Safeguard Strategy PBMAS Critical Success Factors</p>	3	<ul style="list-style-type: none"> -Dean of Instruction -Administration -Curriculum Specialists 	<p>Formative: BOY & MOY C-PM, OWL assessments, BOY & MOY TPRI/Tejas Lee assessments, campus assessments and district benchmarks, walk-throughs</p>				

CSF 1 CSF 2

-PK-5th grade teachers

Summative: EOY C-PM, OWL assessments, EOY TPRI/Tejas Lee assessments, TELPAS Reading, STAAR Reading, Math and Science

26) System for Sustainability of TLI Strategies
PK students will be assessed with the C-PM during BOY, MOY and EOY. PK teachers will use the OWL assessment to progress monitor students.

K-3rd students will be assessed with TPRI/Tejas Lee at BOY (9/4-9/15), MOY (1/22-1/26), and EOY (4/23-4/28). They will be progress monitored every 2 weeks. Data analysis will done after the assessment to drive instruction and track student performance.

Our focus will be on vocabulary development and reading comprehension. Our teachers will use the Frayer Model and Marzano's academic vocabulary development strategies. Our students need access to dictionaries to facilitate vocabulary development and to find word mean in text. 1st-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Dean of Instruction with a copy of the fluency tracker for review.

Lesson Plans are turned in to Administration for review on a weekly basis to ensure that the district curriculum frameworks, scope & sequence and TEKS are being implemented.

Population:

- (AR)
- (SE).
- Non-Lep
- (LEP)
- (MI)
- (DYS)
- (GT)
- (TI)

Timeline:

- OWL
- BOY-10/17-10/21
- MOY-2/13-2/17
- EOY-5/8-5/12

C-PM

- BOY-9/24-10/6
- MOY-1/16-1/27

Funding Sources: 212 Title I-C (Migrant) - \$396.00, 162 State Compensatory - \$1,319.60

EOY-4/19-28

TPRI/Tejas Lee
BOY-9/5-9/16
MOY-1/23-1/27
EOY-4/19-4/28

CNA 4-5



= Accomplished



= Continue/Modify



= No Progress





= Discontinue


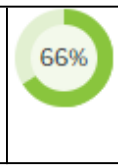

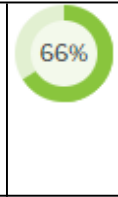
Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.



Performance Objective 1: Students at Gallegos Elementary will increase participation in our Choral Music program, Coding Club and Basketball team by 25% to ensure that they represent the campus at performance events at the district level and within our community.







Evaluation Data Source(s) 1: Increased participation and increased performance events within our community.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Our 5th grade students will participate in our Choral Music program at Gallegos Elementary. They will also perform throughout the community including: singing during open house, parent meetings and Dean Porter Park during the Christmas season, campus Christmas program and the nursing home. Our music teacher uses musical resources to facilitate student singing. Our PK-5th grade students will participate in our annual Christmas Program at Gallegos Elementary.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: August 2017-May 2018 CNA 4-5</p>	10	-Campus Administration -Music Teacher -PK-5th Teachers	Formative: Increased student participation at different events throughout the community.				
Funding Sources: 199 Local funds - \$0.00							

<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Fine Arts in the Classroom: All students will have an opportunity to participate in fine arts activities that will enhance student learning in different academic areas.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 CNA 4-5</p>	3	-Administration -PK-5th grade teachers	-Formative: Weekly and ongoing activities & projects -Monitor for implementation -Walk-throughs -Summative: Active student participation and final product/project activities				
Funding Sources: No Funds Required - \$0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Coding Club A group of 4th and 5th grade students will participate in our Coding Club that focuses on technology, math, science and ELA</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline: September 2017-June 2018 CNA 4-5</p>	3	-Dean of Instruction -Administration -2nd grade teachers	Formative: Student participation in ongoing online coding events ex. Worldwide Coding Day in December 2016 Summative: Final Coding project to be presented at the end of the 2016-2017 school year.				
Funding Sources: 199 Local funds - \$0.00							

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>4) Basketball & Volleyball Team A group of our 3rd-5th grade students will participate in our Gallegos Basketball and Volleyball team. In an effort to promote health, well being, sportsmanship and student participation.</p> <p>Running Club A group of students will participate in our Running Club. Our Running club sponsors will work with students to ensure that they learn pacing and basics of long distance running in an effort to promote health, fitness and well being. The end result is to have students participate in the Cascade Park race (1.8 miles).</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT)</p> <p>Timeline: September 2017-June 2018</p> <p>CNA 7-8</p>	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Coach & 3rd grade teacher -Basket ball sponsor -Volleyball sponsor 	<p>Formative: Increased participation, volleyball and basketball tournaments and running events</p> <p>Summative: Improved motivation, active participation, increased sportsmanship behavior Cascade Park race, improved motivation, active participation, increased sportsmanship behavior</p>			
<p>Funding Sources: No Funds Required - \$0.00</p>					

<p>Critical Success Factors CSF 1</p> <p>5) Destination Imagination Team Our DI team meets on a weekly basis to prepare for their culminating competition for advanced academics. They need access to supplies and provisions during their competition. Population: (AR) (SE) Non-Lep (LEP) (MI) (Dys) (GT) Timeline: September 2017-February 2018</p>	3	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Destination Imagination Sponsors 	Formative: Weekly practices Summative: Final culminating competition			
<p>Funding Sources: 199 G/T Advanced Academics - \$100.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						



Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.





Performance Objective 1: Increased early identification and early intervention for all students at-risk for failure, at Dr. Ruben Gallegos Elementary, in an effort to decrease the number of students identified at-risk of dropping-out in subsequent years and increase at-risk student achievement by 5% and increase at-risk student attendance by 10%.





Evaluation Data Source(s) 1: STAAR, the At-Risk Student Attendance Rate, and Retention Rate



Summative Evaluation 1:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June



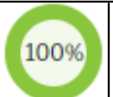
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Gallegos Elementary will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement.</p> <p>Tutorial: This program is designed to increase instructional time for students having difficulty in mastering Reading, Math, Writing, & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math, Writing, & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need.</p> <p>Extended Day/After School Program Our PK-5th grade students will participate in our Extended Day/After School Program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort motivate our students.</p> <p>Population: (AR) (T1) (M1) (LEP) Timeline--September 25, 2017-May 2, 2018 CNA 3, 4-5,10-11</p>	<p>3, 8</p> <p>-3rd-5th grade teachers -PK-5th, Special Ed. and Special Programs teachers -Dean of Instruction -Administration -Administrator for State Compensatory Education</p>	<p>-Formative: tutorial lesson plans, tutorial classroom observations, tutorial attendance, eschool Plus tutorial schedule, campus assessments, district benchmark scores, and student progress reports Extended Day/After School Program attendance -Summative: -2017 STAAR Reading, Math, Science and Writing Scores, Retention Rate</p>				
<p>Funding Sources: 162 State Compensatory - \$45,226.00, 211 Title I-A - \$12,000.00, 263 Title III-A Bilingual - \$5,000.00</p>						

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>2) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. The counselor will use instructional materials to provide effective counseling to students on our campus.</p> <p>Individual Counseling Sessions All students including At-Risk students will receive individual counseling to address their academic needs and to develop an effective intervention plan that will enable them to achieve success.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 CNA 13</p>	3	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers 	<p>Formative: Monthly Counselor Logs Summative: Lower bullying incidents will be reflected on the yearly Bullying survey due to students making better choices.</p>				
<p>Funding Sources: 199 Local funds - \$204.94</p>							
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>3) Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log. Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them.</p> <p>Population: (AR) Timeline--August 2017-June 2018 CNA 9</p>	4	<ul style="list-style-type: none"> -Administration -Administrator for State Compensatory Education 	<p>Formative: -ERO Session Attendance report -Evaluation report -Classroom observations -Student progress reports -Benchmark scores Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs. Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: (AR) Timeline--August 2017-June 2018 CNA 12</p>	7, 10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. -ERO session evaluation report Summative: STAAR, Attendance rate, and the retention rate Ensure that homeless students are identified, enrolled in school and are provided with services that will enable them experience success</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: (AR) Timeline--August 2017-June 2018 CNA 12</p>	10	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR, Attendance rate, and the retention rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>Population: (AR) Timeline--August 2017-June 2018 CNA 12</p>	<ul style="list-style-type: none"> -Counselors -Administration -PK-5th grade teachers -Parent Liaison 	<p>Formative: Monitor campus procedures to facilitate</p> <p>-Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.</p> <p>Summative: STAAR, Attendance rate and the retention rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Dean of Instruction The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development. The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. The Dean of Instruction will use printer ink so that she can print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. Teachers will have access to paper, colored paper and tag board, pencils, pens, pencil sharpeners, folders, markers, etc during professional development sessions. Population: -At-Risk -LEP -Migrant -Dyslexia Timeline--August 2017-June 2018 CNA 4-5, 9</p>	3, 4	-Administration -Administrator for State Compensatory Education	Formative: -Session evaluation report -ERO session attendance report -lesson plans -classroom observations -campus assessment scores -district benchmark scores -student progress reports BOY & MOY TPRI/Tejas Lee, campus assessments and district benchmarks -TPRI/Tejas Lee & C-PM Reports -ETAZO & Tango-Central Reports -Eduphoria/Aware Reports Summative: EOY TPRI/Tejas Lee, campus assessments, & district benchmarks, STAAR scores				
Funding Sources: 162 State Compensatory - \$58,314.00, No Funds Required - \$0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>8) A Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy. Population: (AR) Timeline--August 2017-June 2018 (Daily) CNA 4-5</p>	7	<ul style="list-style-type: none"> -Principal -Dean of Instruction -C-PM consultants -Bilingual Department -Curriculum Specialists -Administrator for State Compensatory Education 	<ul style="list-style-type: none"> -Formative: Our Lifeskills and PPCD teachers and paraprofessionals will use disposable gloves to hygienically facilitate diaper changes for some of our lifeskills and PPCD students. C-PM (Beginning of Year, Middle of Year) -C-PM Reports -Walk-throughs -Monitor for curriculum implementation -lesson plans -classroom observations -Summative: C-PM End of Year 				
<p>Funding Sources: 162 State Compensatory - \$78,285.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



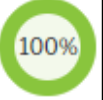
Goal 4: The students will be encouraged and challenged to meet their full educational potential.









Performance Objective 1: The percent of students taking the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%.

Students at Dr. Ruben Gallegos Elementary will be exposed to college preparedness activities to encourage higher learning participation. Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in the campus improvement plan. Ensure that campus student attendance meets district and state rates so that students meet their full educational potential.

Evaluation Data Source(s) 1: Increased Student Participation by 90%

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Technology lab participation: Students will have access to the computer labs so that they can create power points, spreadsheets, and graphs for presentations in class, and Science Fair.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-November 2017 CNA 14-15</p>	9	-Administration -Title I Technology Support Teacher -2nd -5th grade teachers	Formative: Classroom projects & presentations -Walk-throughs Summative: Science Fair presentations				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) College Day Faculty and staff will inform students about different colleges & universities thus enabling students to make decisions about their future course of study. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline--October 2017 CNA 7-8</p>	<ul style="list-style-type: none"> -Administration -Dean of Instruction -Counselors PK-5th grade teachers 	<p>Formative: student survey -Monitor & promote participation Summative: student survey</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) Career Awareness We will host at least 7 opportunities throughout the school year to expose our PK-5th students to different professionals to inform them about possible professions that might interest them as a future career. (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: August 2017-May 2018 CNA 7-8</p>	<p>10</p> <ul style="list-style-type: none"> -Administration -Dean of Instruction -SBDM -Counselors -PK-5th, Sped & Spec. Programs Teachers -Librarian 	<p>Formative: Career information & Student Participation Summative: Career Awareness Professionals Participation, Sign in sheets, Pictures</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions, to Brownsville Academic Center TAP/PTP and JJAEP) will decrease by 5%.




Discipline referrals will be reduced at Dr. Ruben Gallegos Elementary.



Increase the student attendance rates for all district schools 97.5% for elementary schools. Increase the student attendance rates for all students at Dr. Ruben Gallegos Elementary in order to be in compliance with state, district and AYP standards

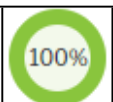
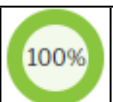
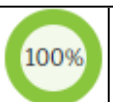
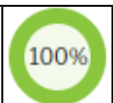
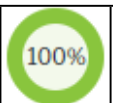
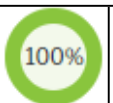
Evaluation Data Source(s) 1: Reduced number of discipline referrals, removals and expulsions.




Meet AYP

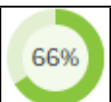
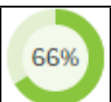
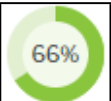
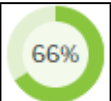
Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 3</p> <p>1) The Assistant Principal and Counselor at Gallegos Elementary provide training for administrators and new teachers: (a) to effectively utilize RTI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: -Administrators -New Teachers -All students Timeline--August 2017-thru June 2018 CNA 13</p>	2	<ul style="list-style-type: none"> -Principals -Assistant Principals -Counselors -Professional Development -RTI Specialist 	Formative: -Meeting agendas, sign-in sheets, ERO, RTI 360 -Agenda -Sign-in Sheets Summative: Decreased number of RTI 360 referrals for discipline				
Funding Sources: No Funds Required - \$0.00							





<p align="center">Critical Success Factors CSF 5</p> <p>2) Provide professional development based on level of expertise and need in the following areas:</p> <p>(a) Bullying Prevention (b) Violence/Conflict Resolution (c) Recent Drug Use Trends (d) Resiliency/Developmental Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (RTI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Our school Counselors will attend professional development that will enable them to receive updates in counseling that will have a direct impact on our students.</p> <p>Population: -Administrators -Campus Staff & Faculty -All students</p> <p>Timeline--August 2017-thru June 2018 CNA 13</p>	<p>3, 4</p>	<p>Administrators -Principals -Asst. Principals -Counselors</p>	<p>Formative: Meeting agendas, sign-in sheets, & ERO -Attendance Roster -Professional Development Evaluation -PEIMS Discipline Reports</p> <p>Summative: Decreased number of RTI 360 referrals for discipline</p>				
<p>Funding Sources: No Funds Required - \$0.00, 199 Local funds - \$300.00</p>							

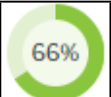
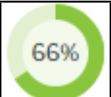
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Gallegos Elementary will develop and maintain an Emergency Operations Plan. *Plan must be multi-hazard in nature *Must be reviewed and updated annually by the campus safety and security committee. *The following drills must be practiced accordingly: (a) Lockdown drills (3 times per year) (b) Shelter-in-place (c) Drop & Cover (d) Evacuation In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Administrators -Campus Staff & Faculty -Guidance & Counseling -Students & Parents Timeline--August 2017-thru June 2018 CNA 13</p>	2	Administrators -Faculty & Staff -BISD Police & Security	Formative: Emergency Operation Plan -After Action Reviews -Sign-in Sheets -Evaluations -Audits -Monthly drills/calendar documentation Summative: Monthly drills/calendar documentation -Implementation of Emergency Operation Plan				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) Gallegos Elementary must have an identification security system. *All faculty must obtain and display an identification card while on school grounds *Visitors must present an identification at sign-in and *Escorted at all times Population: -Administrators -Campus Faculty & Staff -All BISD Personnel -Visitors Timeline--August 2017-thru June 2018 CNA 13</p>	2	Administrators -Faculty & Staff -BISD Police & Security	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Audits -Evaluation Sheets Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary				
Funding Sources: No Funds Required - \$0.00							





<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. Campus Officers when possible will address current trends with students, parents, campus faculty & staff</p> <ul style="list-style-type: none"> *Gang Awareness *Bullying *Dating Violence *Internet Safety *Drug, Alcohol and Tobacco Awareness *Gun Safety *Teen Community Emergency Response Team (CERT) *Truancy *Emergency Operations Plan (EOP)-Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. <p>Population:</p> <ul style="list-style-type: none"> -Administrators -Campus Faculty & Staff -Guidance & Counseling -Students and Parents <p>Timeline--August 2017-thru June 2018 CNA 13</p>	2	Administrators -Counselors -Parental Involvement -BISD Police & Security Services	Formative: Monitor campus procedures to ensure student, faculty and staff safety -Evaluations -Sign-in Sheets -PEIMS Discipline Reports Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Parent Presentations will be made periodically at campuses *Gang Awareness *Bullying *Dating Violence *Internet Safety *Drug, Alcohol & Tobacco Awareness *Gun Safety *Teen CERT *Truancy *EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Population: -Students -Parents Timeline--August 2017-thru June 2018 CNA 13</p>	6	-Administrators -Counselors -Parental Involvement -BISD Police & Security Services	Formative: Parental involvement meetings, agendas and sign-in sheets -Evaluations -Sign-in Sheets Summative: -Increased parent participation -Evaluations -Sign-in Sheets				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Dating Violence Policy *Maintain a written safety plan developed by the campus safety committee *Meet annually with parents for awareness education *Provide training for administrators, counselors, and teachers *Provide counseling for students involved in offenses *Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence. Population: -Administrators -Faculty & Staff -Guidance & Counseling -Students & Parents Timeline--August 2017-thru June 2018 CNA 13</p>	2, 6	-Administrators -Counselors -Professional Development -Parental Involvement -BISD Police & Security Services	Formative: Meetings, agendas, sign-in sheets -Evaluations -Audits -Sign-in Sheets -PEIMS Discipline Reports Summative: -Increased parent participation -Evaluations -Sign-in Sheets				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>8) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. They will have access to books to facilitate counseling sessions with students.</p> <p>Population: (AR) (SE) Timeline--August 2017-thru June 2018 CNA 13</p>	2	<ul style="list-style-type: none"> -Principal -Counselors 	<p>Formative: Monthly Counselor log</p> <ul style="list-style-type: none"> -Student sign-in sheets -Counselor logs <p>Summative: Monthly Counselor log</p> <ul style="list-style-type: none"> -Student sign-in sheets -Counselor logs -Improvement in student behavior 				
<p>Funding Sources: No Funds Required - \$0.00, 199 Local funds - \$50.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Red Ribbon Week: During Red Ribbon Week, students will gain awareness of current trends in substance abuse and thus be motivated to lead a healthy drug free lifestyle. They will be provided incentives to promote Red Ribbon Week.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline-October 2017 CNA 13</p>	2	<ul style="list-style-type: none"> -Administration -Counselors -Teachers PK-5th -Nurse 	<p>Formative: Implement campus activities & monitor for participation</p> <ul style="list-style-type: none"> -Student/Teacher/Campus wide Participation <p>Summative: Increased drug awareness and promotion of healthy living</p>				
<p>Funding Sources: No Funds Required - \$0.00, 199 Local funds - \$209.59</p>							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Kagan Cooperative Learning Strategies: PK-5th, Special Ed, and Special Programs teachers will implement the Kagan Cooperative Learning Strategies they learned at a professional development session. Students will learn about team building, cooperative learning, and classroom management in an effort to increase engagement during daily lessons and routines.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: August 2017-June 2018 CNA 13</p>	3	<ul style="list-style-type: none"> -Campus Administrators -Dean of Instruction -PK-5th, Special Ed. & Special Programs teachers 	<p>Formative: Campus/District assessments and benchmarks, BOY & MOY TPRI/Tejas Lee scores</p> <ul style="list-style-type: none"> -Effective classroom management -Increased student engagement -Team building amongst students <p>Summative: STAAR scores, TPRI/Tejas Lee scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/management included in the campus improvement plan.</p> <p>*Ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: -Campus Staff -Attendance Personnel Timeline--2017 Fall Semester CNA 13</p>	2	<ul style="list-style-type: none"> -Principal -Asst. Principal -PEIMS Supervisor -Attendance Clerks -Attendance Liaisons -Attendance Clerk -Data Entry Clerk 	<p>Formative: Weekly review of campus attendance rates</p> <ul style="list-style-type: none"> -Monitor attendance <p>Summative: Monitor Campus Attendance Management plans as needed by campus visitations by attendance office</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>12) Reduce by 5% yearly that out-of-school suspensions on every campus by researching and evaluating 2016-2017 number of days students were absent due to OSS.</p> <p>*To increase campus student attendance rates and improve student instructional levels</p> <p>Population: -Campus Administration</p> <p>Timeline- 9/29/2017 11/3/2017 12/21/2017 2/16/2018 4/20/2018 6/8/2018</p> <p>CNA 3</p>	<p align="center">2</p>	<ul style="list-style-type: none"> -Principal -PEIMS Supervisor -Attendance Clerk -Discipline Clerk -Computer Services 	<p>Formative: Principal will analyze OSS report at the end of each 6 weeks to determine increase or decrease in OSS</p> <ul style="list-style-type: none"> -Suspension list <p>Summative: Decreased number of student suspensions and reduced number of RTI 360 referrals for discipline</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 6</p> <p>13) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Students will be provided with incentives (trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, games, jump ropes, pencil cases, yo-yos etc...to promote perfect attendance and motivate students to be at school every day. Teachers will use stamps with their name to sign the end of six weeks perfect attendance certificates. *Campus recognition of students for Perfect Attendance Achievement that increase learning performance At Gallegos Elementary, students that achieve perfect attendance are recognized during the campus awards ceremony. Parents are invited to attend. Population: -PreK-5th grade students Timeline- 9/29/2017 11/3/2017 12/21/2017 2/16/2018 4/20/2018 6/8/2018 CNA 3</p>	6	-Principal -PEIMS Supervisor -Data Entry Clerk -Student Accounting	Formative: ADA -Campus Documentation -Awards each six weeks Summative: End of Year awards & recognition				
Funding Sources: 162 State Compensatory - \$0.00, 163 State Bilingual - \$2,700.00, 199 Local funds - \$0.00, 211 Title I-A - \$0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>14) BISD Media Center Printing: Open purchase order for absence forms, professional leaves, PRC forms, transportation requests, cash payment forms & permits to leave campus (students) & tardy slips Population: -PK-5th Timeline-Aug 2017-June 2018</p>		-Principal -PEIMS Supervisor	Formative: Campus budget funds -Campus Documentation Summative: Campus budget funds -Campus Documentation				



<p align="center">Critical Success Factors CSF 6</p> <p>15) School Nurse Our school nurse will have access to supplies for student use in an effort to maintain student safety and well being.</p> <p>Life Skills Teachers Our Life Skills teachers will have access to gloves to facilitate diaper changes for their students.</p> <p>Population: PK-5th Timeline: August 2017-June 2018 CNA 13</p>	2	Campus Administration	Formative: Campus budget funds Summative: Campus budget funds & Campus documentation				
<p>Funding Sources: 199 Local funds - \$0.00, 166 State Special Ed. - \$498.78</p>							
<p align="center"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

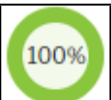
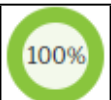
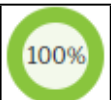
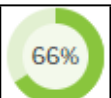
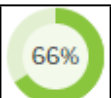
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

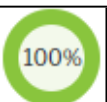
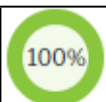
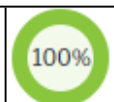
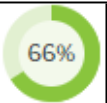
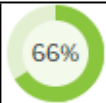
Performance Objective 1: There will be a minimum 10% increase of parental involvement at Dr. Ruben Gallegos Elementary. They'll participate in campus and district level activities during the 2017-2018 school year.







Evaluation Data Source(s) 1: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist

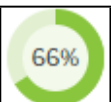
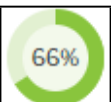


Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) The school community at Gallegos Elementary will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>At Gallegos Elementary, the Parent Liaison and PK-5th grade teachers disseminate the School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: Parents Timeline--Sept. 2017 thru Dec. 2017 CNA 3, 12</p>	6, 7	<ul style="list-style-type: none"> -Principal -Parent Liaison -PK-5th grade teachers 	<p>Formative: District and Campus Parental Involvement Policy</p> <ul style="list-style-type: none"> -Parental involvement meetings, agendas, & sign-in sheets School-Parent-Student Compacts -School-Parent-Student Compact count <p>Summative: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist. STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>2) At Gallegos Elementary, we conduct an Annual Title I meeting to inform parents of services provided through Title I funds. The school community will conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Population: -Parents -School -Students</p> <p>Timeline--Sept. 2017 CNA 12</p>	6	-Principal -Parent Liaison	Formative: Agendas, Sign-in Sheets, Minutes -Parental involvement meetings, agendas, & sign-in sheets Survey results Summative: Composite of End of Year Survey/ Title-I-A Parental Involvement Compliance Checklist STAAR Results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>3) At Gallegos Elementary, we ensure representation of community and parent involvement in the decision-making process. Parent Liaison will use paper supplies to make copies of handouts, brochures and fliers for parents to be used during meetings. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy *School-Parent-Student Compact *Campus Improvement Plan</p> <p>Population: -Parents</p> <p>Timeline--August 2017-thru May 2018 CNA 12</p>	6	-Principals -Parent Liaison -Dean of Instruction -SBDM -LPAC	Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List -Meeting agendas, sign-in sheets Summative: Composite of meeting minutes STAAR Results, attendance rate, discipline referrals Title-I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00							

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>4) At the start of each school year, the Gallegos Elementary school community hosts a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.</p> <ul style="list-style-type: none"> *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities <p>Population: -Parents & Community Timeline-September 2017 CNA 12</p>	6	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, Fliers, Brochures, Handouts, Session Evaluations -Meeting agendas, sign-in sheets Summative: Discipline Referrals STAAR Results and attendance rate Title-I-A Parental Involvement Compliance Checklist				
Funding Sources: No Funds Required - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) We make sure to capitalize on District and community resources by creating partnership agreements with agencies and organizations.</p> <ul style="list-style-type: none"> *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. <p>We invite members of community to participate in our Career Day in an effort to expose students to different types of future careers.</p> <p>Population: -Parents & Community Timeline--August 2017-thru May 2018 CNA 12</p>	10	-Campus Administrators -Parent Liaisons	Formative: Agendas, Sign-in Sheets, MOUs -Promote services available to the community -Summative: Increased partnerships STAAR results, attendance rate, discipline referrals				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>6) We ensure to educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. The Dean of Instruction provides training to parents that will enable them to help their children succeed.</p> <p>Population: -Parents Timeline--August 2017-thru May 2018 CNA 12</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaisons 	<p>Formative: Agendas, Sign-in Sheets, Session Evaluations</p> <p>-Meeting agendas & sign-in sheets</p> <p>Summative: Increased parent participation/Title-I-A Parental Involvement Compliance Checklist STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>7) Students will use student planners to keep parents informed of their daily homework responsibilities thus enabling parents to assist with homework tasks. Students will also use writing portfolio folders to enable them to compile their 2nd language acquisition compositions for TELPAS. Calendar refills will be used to refill planners.</p> <p>Population: -Parents -Students Timeline--August 2017-thru May 2018 CNA 12</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaison -Bilingual Paraprofessional 	<p>Formative: Increased parent and student participation</p> <p>-Monitor for implementation</p> <p>Summative: Increased student and parent participation STAAR Results, attendance rate, discipline referrals</p>				
<p>Funding Sources: 211 Title I-A - \$546.00</p>							
<p>Critical Success Factors CSF 5</p> <p>8) School community will meet with parents to review the campus scores, TAPR report, and school status.</p> <p>Population: Parents Timeline--August/September 2017 CNA 12</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaisons -Teachers 	<p>Formative: Increased parent participation</p> <p>-Meetings and sign-in sheets</p> <p>Summative: Increased parent participation Title-I-A Parental Involvement Compliance Checklist STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>9) Parents will be able to access our computer lab so that they may receive training from our Technology support teacher on how they can access to Home Access Center in order to view their children's grades and complete parent surveys.</p> <p>Population: -Parents</p> <p>Timeline--August 2017-May 2018</p> <p>CNA 12, 14-15</p>	6	<ul style="list-style-type: none"> -Campus Administrators -Parent Liaison 	<p>Formative: Increased parent participation</p> <ul style="list-style-type: none"> -eSchools access for parents to monitor student grades <p>Summative: Home Access Center Report & increased parent participation</p> <p>STAAR results, attendance rate, discipline referrals</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) At Gallegos Elementary, we provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:</p> <p>STAAR testing strategies</p> <p>Homework strategies</p> <p>Renaissance Home Connect (AR at home)</p> <p>Early Childhood Reading Strategies</p> <p>Effective teaching strategies</p> <p>Health Education-Families in Training</p> <p>Special Populations (Bilingual, Dyslexia, G. T., Migrant, Special Education)</p> <p>Building Capacity: College Readiness-Abriendo Puertas</p> <p>Drop-out and Violence Prevention-New Horizons</p> <p>Community agencies/organizations</p> <p>School Report Card</p> <p>Population: -Parents of all students and community</p> <p>Timeline--August 2017-May 2018</p> <p>CNA 12</p>	6, 10	<ul style="list-style-type: none"> -Campus Administrators -District Personnel -Parent Liaison -Librarian 	<p>Formative:</p> <ul style="list-style-type: none"> Parent Conference Fliers Sign-In Sheets Conference Agendas Meeting Agendas Conference Evaluations AR points -Meetings and sign-in sheets <p>Summative:</p> <ul style="list-style-type: none"> STAAR Results Student Attendance Rate Discipline referrals Title-I-A Parental Involvement Compliance Checklist AR points 				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>Critical Success Factors CSF 5</p> <p>11) Funds will be allocated to provide for a Parent Liaison and payment for mileage incurred while conducting Attendance and parental involvement responsibilities; home visits and parental involvement meetings and trainings.</p> <p>Population: -Parent Liaison</p> <p>Timeline--August 2017-June 2018</p> <p>CNA 12</p>	6	-Principal -Parent Liaison	Formative: Monthly Contact Log Composite Report -Campus budget Summative: Monthly mileage log STAAR results, attendance rate, discipline referrals				
	Funding Sources: 211 Title I-A - \$21,918.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.





Performance Objective 1: 90% of BISD migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).







Improve the overall performance of migrant students by providing necessary resources in order for all students to exceed expected performance standards and meet their full educational potential.







Evaluation Data Source(s) 1: 2018 STAAR Scores
 EOY TPRI/Tejas Lee Results
 EOY C-PM Results


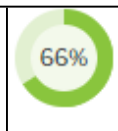
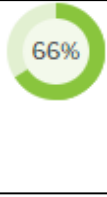
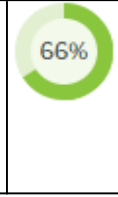
Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.</p> <p>Timeline--August 2017-thru July 2018 Population: PFS Migrant Students</p> <p>CNA 3, 4-5</p>	3	-Campus Administrators -Homeroom Teachers	-Formative: NGS Campus Reports -Implement and promote services offered to PFS migrant students -Summative: Completed PFS Monitoring Tool				
Funding Sources: No Funds Required - \$0.00							

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) At Gallegos Elementary, Migrant students are provided with grade appropriate school supplies including pencils, paper, tag board, dry erase markers, individual dry erase boards, crayons and scissors will be purchased and distributed to all migrant students in order to ensure that they have an opportunity to acquire the necessary tools to complete their daily/homework assignments. Students will have access to authentic literature (books) to build fluency and comprehension. Students will have access to personal CD players, USBs (to save audio books) and audio books to reinforce reading strategies. They also need dictionaries for use at home to facilitate their 2nd language acquisition, vocabulary development, word meaning and reading comprehension. Our 1st -5th grade PFS and migrant students will attend tutorial. Our 1st-2nd grade PFS and migrant students will use intervention activities from FCRR and the Intervention Activities Guide for additional instruction during tutorial. PFS Migrant students are provided with instructional materials to be used specifically for them during extended Tier 2 time. These instructional materials will enable these students to receive differentiated instruction.</p> <p>Population: PFS Migrant Students Migrant Students Timeline--August 2017-thru July 2018 CNA 4-5, 10-11</p>	3	<ul style="list-style-type: none"> -Campus Administrators -Assistant Principal -Homeroom Teachers 	<ul style="list-style-type: none"> -Formative: PFS Campus Reports -Supply migrant students with school supplies to enable them to take advantage of accelerated instruction NGS Campus Reports Weekly Campus Tests, Lesson Plans, Walk-Throughs -Monitor implementation of instructional materials used during Tier 2 time for PFS migrant students -Summative: EOY TPRI/Tejas Lee, STAAR scores and increased promotion rate 			
<p>Funding Sources: 212 Title I-C (Migrant) - \$540.00</p>						
<p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program.</p> <p>Timeline--June 2018-thru July 2018 Population: PFS Students Migrant Students (PK-5th) CNA 4-5</p>		<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Homeroom Teachers 	<ul style="list-style-type: none"> -Formative: Eligibility Lists and Attendance Sheets -Summer school eligibility lists -Retention lists -Summative: Participants Surveys, Teacher Surveys, End-of-Summer School Programs Documentation, increased promotion rate 			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>4) Migrant students 3rd-5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Timeline--October 2017-thru May 2018 Population: 3rd-5th grade migrant students</p> <p>CNA 4-5</p>	8	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Core Subject Teachers 	<ul style="list-style-type: none"> -STAAR results -Formative: STAAR Remediation Enrollment Lists -Formative: NGS STAAR Report Benchmark Results -Summative: Current State Assessment Test Results 			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) In order to secure academic information from the NGS data base migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout summer to ensure that accurate enrollment into educational programs.</p> <p>Timeline--June 2018-August 2018</p> <p>Population: -Migrant Students -Migrant Parents -School Districts Nationwide</p> <p>CNA 4-5</p>	10	<ul style="list-style-type: none"> -DMC -MSC -SS NGS Clerk 	<ul style="list-style-type: none"> -Formative: Student Information -NGS Data Base information -Summative: Completed NGS Student Transfer Document District Activity 			
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>6) MEP staff, parents and students will have access to Texas Migrant Interstate Program (TMIP) to ensure that interstate coordination is available for migrant students as they migrate throughout the nation.</p> <p>Timeline--August 2017-thru July 2018 Population: -Migrant Students -Migrant Parents -MEP Staff</p> <p>CNA 4-5</p>	10	<ul style="list-style-type: none"> -DMC -MSC -NGS Clerks 	<ul style="list-style-type: none"> -Monitor Texas Migrant Interstate Program -Formative: Parental, Student and District Requests -Summative: DMC and MSC Documentation 			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p align="center">Critical Success Factors CSF 1</p> <p>7) At Gallegos Elementary, teachers in PreK-3rd grade administer diagnostic assessments to identify students' academic level and thus enable them to provide individualized, leveled and accelerated instruction to migrant and non-migrant students. Population: -Migrant Students Timeline--September 2017-May 2018 CNA 4-5, 10-11</p>	8, 9	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Elementary Teachers 	Formative: Pre-Assessment Results Campus Composites -BOY & MOY C-PM, OWL, TPRI/Tejas Lee results -Campus diagnostic results Summative: EOY C-PM, OWL, TPRI, -Tejas Lee results			
Funding Sources: No Funds Required - \$0.00						
<p align="center">Critical Success Factors CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st & 2nd grade students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively. Population: -Migrant Parents of PK-2nd grade students Timeline--September 2017-May 2018 CNA 4-5, 10-11</p>	6, 9	<ul style="list-style-type: none"> -Parent Liaison -Dean of Instruction -DMC -MSC 	Formative: Sign-in Sheets Visitation Logs -Meetings & sign-in sheets Summative: Sign-in sheets & Visitation Logs			
Funding Sources: No Funds Required - \$0.00						
<p align="center">Critical Success Factors CSF 1</p> <p>9) The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline--September 2017-May 2018 CNA 4-5</p>	9	<ul style="list-style-type: none"> -Campus Principal -Dean of Instruction -Migrant Teacher -Elementary Teachers 	Formative: Three Week Progress Reports Two Week Progress Monitoring -Walk-throughs -Progress monitoring results every 2 weeks Summative: Six Weeks Report Cards -TPRI & Tejas Lee Assessment Results			
Funding Sources: No Funds Required - \$0.00						

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>10) In order to secure the data needed to accommodate Placement into appropriate supplemental instructional opportunities for PK, Kinder, 1st and 3rd grade migrant student's pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Teachers will administer a diagnostic assessment including C-PM, OWL TPRI or Tejas Lee to identify Tier 2 students in order to provide them early intervention to prevent failure.</p> <p>Population: Students PK-3rd Timeline- September 2017 BOY January 2018 MOY April/May 2018 EOY CNA 4-5</p>	8, 9	-Dean of Instruction -Homeroom Teachers	Formative: BOY & MOY C-PM, OWL TPRI, Tejas Lee results for appropriate student placement Summative: EOY C-PM, OWL, TPRI, Tejas Lee results for appropriate student placement				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>11) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: Campus Administration, Faculty and Staff PFS Migrant Students Timeline: September 1, 2017 - May 27, 2018 CNA 4-5</p>	4	-Campus Administration -Gallegos Faculty and Staff	Formative: STAAR remediation enrollment lists, attendance reports, parent's survey Parent Meeting Evaluations, Student session evaluations Summative: Session evaluations, report cards, Survey results implementation suggestions				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>12) Learning Academy targeting the core areas of Reading, Writing, Math and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: March 2018 CNA 4-5</p>	3, 9	-Campus Administration	Formative: Campus and district assessments and benchmarks Summative: STAAR Reading, Writing, Math and Science			
Funding Sources: No Funds Required - \$0.00						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>13) Our Migrant students will have the opportunity to participate in our tutorial program. The focus will be on Reading and Math. Timeline: January 2018-May 2018 Population: Migrant students CNA 4-5, 10-11</p>	9	-Administration -Dean of Instruction -1st grade teacher	Formative: -BOY & MOY TPRI/Tejas Lee reading scores -District assessment/benchmark reading and math scores Summative: -EOY TPRI/Tejas Lee reading scores -TELPAS reading scores -STAAR reading, math, science and writing scores			
Funding Sources: 212 Title I-C (Migrant) - \$0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						





Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: Students at Dr. Ruben Gallegos Elementary will demonstrate exemplary performance mastering skills in the core area subjects by using computer technology and receiving one-to-one tutorial assistance. Student participation in our morning computer lab tutorial will increase by 20% and the focus is on activities from Study Island, Achieve 3000, Learning A-Z, Summit K-12 and Smarty Ants.

Evaluation Data Source(s) 1: 2018 STAAR Scores in Reading, Math, Writing and Science, 2018 TELPAS Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement technology training for all teachers in Microsoft Office, grade speed, lesson plans, Envision Math, Pearson benchmarks, Eduphoria/AWARE. Teachers will also be trained with ETAZO, KENTRO, TANGO, Edusmart Science, Adobe Acrobat applications.</p> <p>Population: -PK-5th grade teachers -Special Ed teachers -Special programs teachers</p> <p>Timeline--August 2017- June 2018 CNA 3-4, 6, 7, 10</p>	4	<ul style="list-style-type: none"> -Administration -Dean of Instruction -TST -PK-5th Teachers 	<p>Formative: Campus & District Assessments/Benchmarks</p> <p>-Professional development opportunities/ERO</p> <p>Summative: STAAR scores</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Implement Study Island/Edmentum (Math, Reading, Writing and Science). Smarty Ants, Achieve 3000, Learning A-Z, ITTS (4th & 5th) and Summit K-12 technologies. Students will access the Pearson website in order to complete online practice tests so they can excel on the TELPAS Reading test</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 3-4, 7, 10</p>	9	<ul style="list-style-type: none"> -Administration -Dean of Instruction -TST -Teachers 	<p>Formative: -Monitor software and web based programs usage</p> <p>Summative: STAAR scores and TELPAS Reading Scores</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00, No Funds Required - \$0.00, 199 Local funds - \$0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>3) Provide the following technology equipment:</p> <ul style="list-style-type: none"> -desktop computers -IPADs -document cameras -camera -printer -headphones -laptop computers -Microsoft licenses for new software -Raptor Fee Renewal -video document cameras -projectors -lamp replacements -Printer Transfer Kit <p>This technology equipment will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. These materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. Desktop computers will be used to</p>	3, 9	<ul style="list-style-type: none"> -Principal -Dean of Instruction -TST -Classroom Teachers -Destination Imagination Sponsors 	<p>Formative: Campus & District Assessments/Benchmarks</p> <ul style="list-style-type: none"> -Fixed assets information -Campus budget -DI practices <p>Summative: STAAR scores, TELPAS Reading scores, Science Fair and G/T Projects, DI competitions</p>			

enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. IPADs will be used with our PK-2nd grade students. Students will be able to have access to up to date technology equipment. These computers will be used in the computer lab so that students will be able to access Edusmart Science and the Pearson website so that they can prepare for the TELPAS reading online assessment. The materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. We need the use of a camera to capture photos during school functions, Science Fair projects, portfolios, awards assemblies for recognition of perfect attendance/honor roll. G/T teachers will have access to a camera, card reader and SD card to document G/T (TPSP) projects for our G/T students. G/T students will use headphones at the listening center for differentiated instruction as they read above reading level selections.

Students need access to the card reader & the camera SD card in order to work on their TPSP projects in an effort to build autonomy. Our students will use headphones for testing (STAAR, TELPAS, LION, district benchmarks)

Our Gallegos Destination Imagination Team needs access to an IPAD for use during their practices and competition.

Population:

(AR)

(SE)

Non-Lep

(LEP)

(MI)

(DYS)

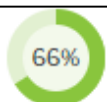
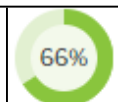


(GT)







(TI)

Timeline--August 2017-June 2018

CNA 14-15

Funding Sources: 211 Title I-A - \$0.00, 199 G/T Advanced Academics - \$379.00, 263 Title III-A Bilingual - \$3,780.00, 199 Local funds - \$1,875.00, 162 State Compensatory - \$16,234.48, 163 State Bilingual - \$4,483.02

<p align="center">Critical Success Factors CSF 1</p> <p>4) Projectors, projector screens and Document Cameras PK and Kinder teachers will use projectors and document cameras so that they can show visuals in an effort to improve vocabulary and oral language development. This activity will have a direct impact on student C-PM & OWL scores and TPRI/Tejas Lee results. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 14-15</p>	7, 8, 9	-Administrators -Dean of Instruction -TST -PK & Kinder teachers	Formative: BOY, MOY and Progress Monitoring 3 times as year C-PM & OWL. BOY, MOY TPRI/Tejas Lee and bi-weekly progress monitoring -Monitor for classroom implementation Summative: EOY C-PM & OWL and TPRI/Tejas Lee EOY results.			
<p>Funding Sources: No Funds Required - \$0.00, 162 State Compensatory - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) TANGO-TRENDS, TANGO-CENTRAL & ETAZO PK-5th grade teachers will be trained on how to use the ETAZO & TANGO-CENTRAL websites to review the library resources and assessment reports. 3rd-5th Grade teachers will be trained to enable them to train their students to input their assessment answers. Teachers will then be able to analyze assessment data from Campus Assessments and District Benchmarks Population: PK-5th grade teachers Timeline--August 2017-June 2018 CNA 4-5, 14-15</p>	4	-Dean of Instruction -PK-5th grade teachers -Campus Administration	Formative: Campus & District Assessments & Benchmarks -Walk-throughs -Monitor classroom implementation -ETAZO & Tango-Central reports and resource use Summative: STAAR Scores			
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>6) E-Books Students will have access to E-Books that will facilitate with vocabulary development and reading comprehension of expository text.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: January 2017-June 2017 CNA 4-5, 10-11, 14-15</p>	<p>9</p>	<p>-2nd-5th grade teachers -Dean of Instruction -Campus Administration</p>	<p>Formative: BOY/MOY TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading, Writing & Science) scores Summative: EOY TPRI/Tejas Lee scores & STAAR (Math, Reading, Writing, & Science scores)</p>			
<p>Funding Sources: 162 State Compensatory - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 9: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2) DEIC added 12-6-2017

Performance Objective 1: All Gallegos facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2) [DEIC added 12-6-2017]

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) The campus will implement energy saving strategies for conservation. We will continue to maintain our school to ensure that our students attend an environment that is conducive to learning.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: August 2017-June 2018 CNA 13-14</p>		Campus Administration Maintenance Facilities	<p>Energy saving strategies will result in energy conservation at our campus.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports and first ratings. The campus will implement strategies to recognize and praise our teachers promote teacher retention.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) Our campus will ensure that 100% of our funds are used based on the needs assessments.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: August 2017-June 2018</p> <p>CNA 13-14</p>		Campus Administration SBDM Committee	<p>Funds will be expended based on prioritized needs in compliance with funding reports.</p> <p>Formative: monthly expenditure reports compared to CIP</p> <p>Summative: end of year expenditure reports</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

Performance Objective 2: The campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Provide teachers with an opportunity to complete the needs assessment and climate survey.

Summative Evaluation 2:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will receive non-monetary compensation through, gifts, recognition, praise as part of "Teacher of the Week". They get to have their name announced, a special parking spot, an hour for lunch at the end of the week and their picture on the Gallegos website.</p> <p>Population: All campus teachers</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration Counselors Teachers</p>	<p>Formative: weekly teacher recognition Summative: teacher retention and improved campus climate.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) All teachers are provided the opportunity to participate in our tutorial, extended day and extra-curricular activities sponsorship.</p> <p>Population: All Gallegos teachers</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: 3, 4-5, 10-11</p>	3	<p>Campus Administration Gallegos teachers</p>	<p>Formative: BOY, MOY TPRI/Tejas Lee assessment, campus assessments, district benchmarks Summative: EOY TPRI/Tejas Lee assessment, TELPAS, STAAR</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							



Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4) [DEIC added 12-6-2017]

Performance Objective 1: All campus program areas will provide the BISD Public Information Office with feature articles, student recognition, co/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Gallegos Elementary will provide events and pictures of activities taking place at our campus to the Public Information Office in an effort to promote our school. Our school website will also showcase student and community activities.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration TST</p>	<p>Formative: periodically submit events and pictures of activities to the Public Information Office</p> <p>Summative: annual submission of events from our campus/website</p>				

<p>Critical Success Factors CSF 6</p> <p>2) Our TST will maintain the Gallegos website by showcasing the different school and parent activities available at the campus.</p> <p>Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI)</p> <p>Timeline: August 2017-2018</p> <p>CNA</p>		<p>Campus Administration TST</p>	<p>Formative: updated campus website on a weekly basis</p> <p>Summative: annual compilation of campus website updates</p>			
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 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Social Studies Integration with Reading: 2nd -5th grade Students will review test taking strategies. Social Studies Instructional Materials: Teachers will use instructional materials to differentiate instruction for students during Social Studies. Population: 2nd -5th (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 -Weekly assessments starting in August 2017-June 2018 CNA 10-11
1	1	3	Reading and Writing Strategies through Social Studies Instruction Teachers will implement and support Reading and Writing strategies in Social Studies instruction to focus on Expository Text. Teachers will focus on prediction, inference, summarizing, paraphrasing and research in order to increase and support student success in assessments. Populations: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 10-11
1	2	1	Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training (Texas Gateway Online) in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Campus Administrators will attend professional development in an effort to disseminate information that is pertinent to STAAR. Our teachers will have an opportunity to attend the sessions listed below 1.New Teachers to the School Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January). 2. Response to Intervention Language Enrichment Esperanza Reading Readiness Preparacion para la lectura 3-tier model Ready Set Teach 21 days Centers Effective Differentiated Instructional Practices Houghton Mifflin Harcourt Core reading program Reading Academies 3. Substitute Teacher Salary A Substitute Teacher Salary will be provided for substitutes while teachers attend professional development. 4. Sheltered Instruction Professional Development 5. Empowering Writers Training Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--Weekly assessments starting in August 2017-June 2018 -Campus assessments using TANGO Trends once every 7 weeks -District Benchmark January 2018 CNA 9
1	2	2	Academic Vocabulary Teachers will be trained on how to address the need to improve student use & comprehension of academic vocabulary by using Marzano's vocabulary instruction and Academic Vocabulary for English Language Learners in Texas. The use of these materials will enable students to show measureable improvement on PBMAS, SELP/SSLP, TELPAS Reading & Reading STAAR scores, TPRI & Tejas Lee scores. Our students need access to dictionaries to facilitate 2nd language acquisition and enable vocabulary development. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2017-June 2018 CNA 10-11

Goal	Objective	Strategy	Description
1	2	4	<p>Reading Instructional Materials: Teachers will use instructional materials to differentiate instruction for students in Reading. Teachers will use leveled Houghton Mifflin Harcourt, Florida Center for Reading Research Activities, Language Enrichment & Language Arts materials and library reading logs. Teachers will use duplicating paper to reproduce instructional activities for tutorials and small group instruction. Teachers use boom box CD radios in order to implement their listening centers, including Read Naturally reading practices, during small group reading instruction. Open purchase order for pencils, butcher paper, post-its, folders, glue sticks, crayons, tempa paint, staples, tape, envelopes, expo-markers, markers, paper, broken line paper, drawing manila paper, colors, colored paper(for arts & crafts), colored tag board(for Language Enrichment Cards), pencil sharpeners, dry erase markers, laminating film, sentence strips, bordette, poster boards, chart rings, paint, staples, staplers, tape, glue sticks, supplies, clocks, kleenex, batteries and plastic binding combs to create instructional reading booklets for students. PK and Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness. Our students receiving Special Ed. instruction will use Reading Mastery Reading workbooks based on their level to improve reading, fluency and comprehension. Open purchase order at the Media Center to be used to print reading logs. The Librarian will provide teachers with feedback on student performance at the end of every six weeks. She will use duplicating paper and printer ink to reproduce Accelerated Reading Reports. Student logs will be used daily to ensure that students are successfully using the Accelerated Reading Program. Our students need access to sharpeners for use during assessment. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--Weekly assessments starting in August 2017-June 2018 -Campus Unit Assessments once a six weeks 1st 6 weeks-9/29/2017 2nd 6 weeks-11/3/2017 3rd 6 weeks-12/21/2017 4th 6 weeks-2/21/2018 5th 6 weeks-4/20/2018 6th 6 weeks-6/8/2018 -District Benchmark January 2018 CNA 10-11</p>
1	2	5	<p>Math Instructional Resources and Materials Teachers will use instructional resources and materials to address the needs of our students. Students will have access to manipulatives, puzzles, character building activities, and instructional games. Students will use the following items in their classrooms: ink/toner, floor mats, vocabulary journals, magnetic multiplying charts, magnetic story boards, solar systems fact finder, self checking multiplication cards, laminating paper and colored tag board. Students will also use batteries for electronic games used during small group instruction. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline-August 2017- June 2018/Daily CNA 10-11</p>
1	2	6	<p>Response to Intervention for Tier II/III students: Teachers will meet with the RTI committee to review student grades, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services. PK-5th grade teachers will provide intervention for students identified as having difficulties in reading, writing, and math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Houghton Mifflin Harcourt Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline- 9/29/2017 11/3/2017 12/21/2017 2/21/2018 4/20/2018 6/8/2018 CNA 4-5, 10-11</p>
1	2	7	<p>Dyslexia Teacher: The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement. Population: (AR) (LEP) (MI) (DYS) (TI) Timeline--August 2017-June 2018 (Daily) CNA 9</p>

Goal	Objective	Strategy	Description
1	2	9	Early Reading, Math & Science Intervention: This program is based on C-PM/CPALLS testing. C-PM/CPALLS assessment results drives instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the C-PM/CPALLS manual activities to assist students having difficulty in reading, math and science. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--September 2017-May 2018 CNA 4-5
1	2	10	Curriculum Implementation: (Reading, Language Arts, Math & Science) Our Kinder students will use developmentally appropriate primary composition books to facilitate their writing and 2nd language acquisition. Administration ensures that the HMH ELAR district curriculum plan is implemented in PK-5th grade to ensure success on the upcoming STAAR assessment for students in 3rd-5th grade, TPRI/Tejas Lee, LION, CPALLS assessments. Administration ensures that Mid and End Checkpoint assessments are implemented in 3rd-5th to monitor progress and ensure that our instruction is data driven. PBMAS and LAS scores will be impacted due to ESL instruction implemented through the HMH ELAR curriculum. Envision Math curriculum is implemented in K-5th grade. Students will use math manipulatives and Calendar Math Activities in order for students to internalize new math concepts. Classroom storage tray centers & mobile student work organizers will be used to store math manipulatives and organize student work. STAAR Reading, Language Arts, Math & Science Trainings PK-5th teachers will attend STAAR training sessions that focus on the Reading and Writing assessment blueprint, ELARs Guiding questions and Depth of Knowledge (DOK), Language Arts Cohort (LA Curriculum Frameworks), and TLI Strategies Trainings. Math and Science PK-5th grade teachers will attend trainings during the 2017-2018 school year to review curriculum updates and the newly adopted Science textbook. Administration ensures that the Science curriculum frameworks are implemented in K-5th grade. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5, 10-11
1	2	11	STAAR Reading, Writing, Math and Science Test Practice Materials: STAAR test practice materials will be selected by teachers and purchased to be used during tutorials in an effort to ensure that students reach 90% and above in Reading, Math, Writing and Science STAAR scores. Teachers will use duplicating paper to development STAAR activities for use during tutorials thus enabling students to practice and review the assessment format and measure student performance. The following instructional resources will be used: Mentoring Minds/Motivation Reading, Writing, Math and Science, and Forde Ferrier STAAR formatted Reading, Writing, Math, STAAR Master, MATH GPS, Fast Focus, STAAR Countdown, Measuring Up, Drops in a Bucket and STAAR Coach & Science booklets and Support Coach for Reading and Math. Population: (AR) Non-Lep (LEP) (MI) (DYS) (TI) (SE) Timeline--August 2017-June 2018 CNA 4-5, 10-11
1	2	14	Professional Development Our teachers will attend professional development for Reading, Writing, Math, Science and Social Studies Language Arts & grade level specific professional development for teachers to implement effective reading, math, writing and science. Campus Turn-Around Trainings, Cognitive Strategies Trainings are provided to faculty and staff to improve student achievement and increase our Campus Assessments, District benchmarks, STAAR reading and language arts and TPRI/Tejas Lee and TELPAS online reading scores. Reading, Writing, Math and Science Maintenance Meetings PK-5th grade teachers will attend monthly Reading, Writing, Math and Science Maintenance meetings to receive curriculum updates. Planners Teachers will use planners to keep track/document staff development. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 3, 12

Goal	Objective	Strategy	Description
1	2	15	6 Traits of Writing, Write for Success & Empowering Writers Our 3rd-5th grade teachers attended the 6 Traits of Writing, Write for Success and Empowering Writers trainings in an effort to improve their students writing scores. PK-2nd will use Write for Success to follow the writing process in an effort to produce effective writers. They will implement the Writing strategies by using composition books for every student (K-5th) to enable them to produce writing samples on a weekly basis for review. PK-5th grade teachers will turn in writing journals to Administration, for review, on a weekly basis. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5
1	2	16	Small group and Individualized Instruction Based on recent benchmark scores, campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5
1	2	18	Math the TEKS Way & OWL Math: Teachers will use Math the TEKS Way, OWL Math and the C-PM manual to improve students' math skills. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) Timeline--August 2017-June 2018 CNA 4-5
1	2	20	Edusmart Science Teachers will use the Edusmart Science online system to facilitate delivery of instruction in science and enable students to internalize new concepts. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 14-15
1	2	23	Sheltered Instruction Observation Protocol (SIOP)/ELPS Professional Development Teachers will attend professional development that focuses on SIOP and ELPS in order to facilitate learning for our ELL students. Teachers will also have access to TEXAS GATEWAY in order to be in compliance with Bilingual Dept. requirements. Students will be provided with extensive academic vocabulary development in Social Studies including content areas. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2017-June 2018 CNA 4-5
1	2	26	System for Sustainability of TLI Strategies PK students will be assessed with the C-PM during BOY, MOY and EOY. PK teachers will use the OWL assessment to progress monitor students. K-3rd students will be assessed with TPRI/Tejas Lee at BOY (9/4-9/15), MOY (1/22-1/26), and EOY (4/23-4/28). They will be progress monitored every 2 weeks. Data analysis will be done after the assessment to drive instruction and track student performance. Our focus will be on vocabulary development and reading comprehension. Our teachers will use the Frayer Model and Marzano's academic vocabulary development strategies. Our students need access to dictionaries to facilitate vocabulary development and to find word mean in text. 1st-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Dean of Instruction with a copy of the fluency tracker for review. Lesson Plans are turned in to Administration for review on a weekly basis to ensure that the district curriculum frameworks, scope & sequence and TEKS are being implemented. Population: (AR) (SE). Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: OWL BOY-10/17-10/21 MOY-2/13-2/17 EOY-5/8-5/12 C-PM BOY-9/24-10/6 MOY-1/16-1/27 EOY-4/19-28 TPRI/Tejas Lee BOY-9/5-9/16 MOY-1/23-1/27 EOY-4/19-4/28 CNA 4-5
2	1	3	Coding Club A group of 4th and 5th grade students will participate in our Coding Club that focuses on technology, math, science and ELA Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) Timeline: September 2017-June 2018 CNA 4-5

Goal	Objective	Strategy	Description
3	1	1	Gallegos Elementary will implement tutorials and remediation strategies in core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Tutorial: This program is designed to increase instructional time for students having difficulty in mastering Reading, Math, Writing, & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math, Writing, & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need. Extended Day/After School Program Our PK-5th grade students will participate in our Extended Day/After School Program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort motivate our students. Population: (AR) (T1) (M1) (LEP) Timeline--September 25, 2017-May 2, 2018 CNA 3, 4-5,10-11
3	1	3	Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log. Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them. Population: (AR) Timeline--August 2017-June 2018 CNA 9
3	1	7	Dean of Instruction The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development. The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. The Dean of Instruction will use printer ink so that she can print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. Teachers will have access to paper, colored paper and tag board, pencils, pens, pencil sharpeners, folders, markers, etc during professional development sessions. Population: -At-Risk -LEP -Migrant -Dyslexia Timeline--August 2017-June 2018 CNA 4-5, 9
3	1	8	A Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy. Population: (AR) Timeline--August 2017-June 2018 (Daily) CNA 4-5
7	1	12	Learning Academy targeting the core areas of Reading, Writing, Math and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: March 2018 CNA 4-5
7	1	13	Our Migrant students will have the opportunity to participate in our tutorial program. The focus will be on Reading and Math. Timeline: January 2018-May 2018 Population: Migrant students CNA 4-5, 10-11

Goal	Objective	Strategy	Description
8	1	2	Implement Study Island/Edmentum (Math, Reading, Writing and Science). Smarty Ants, Achieve 3000, Learning A-Z, ITTS (4th & 5th) and Summit K-12 technologies. Students will access the Pearson website in order to complete online practice tests so they can excel on the TELPAS Reading test Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline--August 2016-June 2017 CNA 3-4, 7, 10
8	1	6	E-Books Students will have access to E-Books that will facilitate with vocabulary development and reading comprehension of expository text. Population: (AR) (SE) Non-Lep (LEP) (MI) (DYS) (GT) (TI) Timeline: January 2017-June 2017 CNA 4-5, 10-11, 14-15

State Compensatory

Budget for Gallegos Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-13-6112-00-138-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
162-11-6118-00-138-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$5,612.00
162-11-6118-00-138-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,824.00
162-11-6118-00-138-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$25,780.00
162-11-6119-00-138-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,675.00
162-11-6119-00-138-Y30-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$78,285.00
162-13-6119-31-138-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,314.00
6100 Subtotal:		\$250,490.00
6300 Supplies and Services		
162-11-6396-00-138-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6398-62-138-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
162-11-6399-00-138-Y-30-000-Y	6399 General Supplies	\$11,000.00
162-11-6399-62-138-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$17,000.00

Personnel for Gallegos Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Guzman	Dean of Instruction	State Compensatory Education	1.0
Blanca Gonzalez	PK Teacher	State Compensatory Education	.5
Marvelia Morales	PK Teacher	State Compensatory Education	.5
Rayna Estrada	Dyslexia Teacher	State Compensatory Education	1.0
Yanneth Fragoso	PK Teacher	State Compensatory Education	.5

Title I

Schoolwide Program Plan

Gallegos Elementary Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a schoolwide program plan that includes all of the ten required components. The following ten components of a schoolwide program are embedded within the campus improvement plan and its activities.

Gallegos Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 and to increase the Academic Achievement level in all content areas (1.2.11). To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program (1.2.1); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (3.1); (3) include strategies for meeting the educational needs of historically underserved populations (3.1); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards(3.1, 3.2, 3.3); (5) address how the school will determine if such needs have been met(3.7, 3.8, 8.5); and (6) are consistent with and are designed to implement the State and local improvements plans. State Compensatory funds will be used for our Afterschool tutorial program to improve student achievement and reduce our failure rate (3.1). Teachers implement Tier II instruction (30 mins.) on a daily basis in an effort to provide interventions that will enable students to acquire academic success (1.2.4, 1.2.5, 1.2.6).

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection

of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained(1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.10, 1.2.14, 1.2.15, 1.2.23, 1.2.26, 3.3, 3.4, 3.7). Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR updates. At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day(3.7). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.7).

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom(6.1). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center(6.2, 6.3). Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting (6.6, 6.10). At Gallegos Elementary, we work with parents to ensure their child's success (6.6, 6.10). We invite them to attend meetings in an effort to familiarize them with school procedures and they're invited to attend meetings having to do with STAAR, TELPAS, TPRI/Tejas Lee, grading procedures(6.10). Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title I, NCLB and school-wide information (6.8, 6.10).

Our 5th grade students attend an orientation at their corresponding middle school in an effort to assist students and their parents with the transition into middle school (1.2.21).

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, campus assessments and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments(3.7, 3.10, 8.6).

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests (3.9, 3.10, 8.6). Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs (3.1). RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will meet with the Dean of Instruction and Principal for data analysis of assessments including campus assessments, district assessments and benchmarks, and TPRI/Tejas Lee assessments (1.2.16). Teachers will attend professional development that will enable them to be better prepared to address the academic needs of our students (1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.10, 1.2.14, 1.2.15, 1.2.23, 1.2.26, 3.4, 3.7).

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with *State Compensatory Funds* are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (1.2.3).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves (7.1, 7.2). Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs (7.1). PFS are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts (7.2, 7.3, 7.4, 7.7, 7.10, 7.13).

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment (3.1). These funds are also used to purchase instructional materials that provide academic support to our ELL students (1.2.4, 1.2.5, 1.2.10, 1.2.11).

The campus will also continue to provide the state mandated State Compensatory Education through campus as well as District funded initiatives. State Compensatory (SCE) is defined by law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. (Refer to section 29.081 (a) of the Texas Education Code). The goal of SCE is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

The purpose is to increase academic achievement for At-Risk students at Gallegos Elementary by providing extended day instruction in order to provide Math, Reading, Writing and Science interventions based on student need; including tutorials and supplies (3.1). SCE will fund Pre-Kinder teachers to supplement instruction, our Dyslexia teacher and the Dean of Instruction who will oversee the instructional program of the school (1. 2. 7, 3.7, 3.8).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. At Gallegos elementary, students receiving special education services are provided multiple academic support opportunities including accelerated instruction in order to close the achievement gap.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality and On-Going Professional Development
5. Strategies to Attract Highly Qualified Teachers to High-Need Schools
6. Strategies to Increase Parental Involvement

7. Plans for Assisting Preschool Students in the Transition from Early Childhood Programs to Local Elementary Schoolwide Programs
8. Teacher Involvement in Academic Assessment Decisions
9. Effective, Timely Assistance for Students Who Experience Difficulty Reaching Mastery Standards
10. Coordination and Integration of Federal, State and Local Services as well as Programs.

2: Schoolwide Reform Strategies

Gallegos Elementary School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained (1.2.1, 1.2.2, 1.2.3, 1.2.10, 1.2.14, 1.2.15, 1.2.23, 3.3, 3.4, 4.4, 4.7, 5.1, 5.2, 6.6, 8.1, 8.5). Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR updates. At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day (3.9). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.7).

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers will attend professional development that focuses on the core content area curriculum, classroom management and STAAR updates(1.2.1, 1.2.2, 1.2.3, 1.2.6, 1.2.10, 1.2.14, 1.2.15, 1.2.23).

5: Strategies to attract highly qualified teachers

At Gallegos Elementary, we provide a strong induction program to ensure the success of our new teachers as well as our veteran teachers. The Dean of Instruction at Gallegos Elementary ensures that the new teachers to the campus attend trainings with the required curriculum prior to their first instructional day (1.2.1, 1.2.2, 1.2.3, 1.2. 10, 1.2.14, 1.2.15, 1.2.23, 3.3, 3.7). New teachers are provided with opportunities to observe teachers within their grade level to ensure that they know what the instructional day is supposed to look like. The Dean of Instruction also models lessons in different content areas to ensure the new teacher's success (3.3, 3.7).

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom (6.1). Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center (6.10). Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting (6.7, 6.10). At Gallegos Elementary, we work with parents to ensure their child's success (6.6, 6.7). We invite them to attend meetings in an effort to familiarize them with school procedures and they're invited to attend meetings having to do with STAAR, TELPAS, TPRI/Tejas Lee, grading procedures (6.8). Teachers and parents meet at the beginning of the school year to review assessment issues, attendance, discipline management strategies, Title I, NCLB and school-wide information (6.1, 6.3).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Our 5th grade students attend an orientation at their corresponding middle school in an effort to assist students and their parents with the transition into middle school (1.2.21).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, campus assessments and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments (1.2.4, 1.2.6, 1.2.9, 1.2.10, 1.2.11).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests (3.9, 3.10, 9.6). Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs (3.1). RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will meet with the Dean of Instruction and

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (3.1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with *State Compensatory Funds* are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (1.2.13, 3.3).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves (8.1.1, 8.1.2). Migrant students receive additional funds to close the achievement gap and it has a direct impact on our PFSs(8.1.1). PFS are provided with extended day instruction and intervention throughout the day in order to provide them with the opportunity to catch up with their counterparts (8.1.7, 8.2.1, 8.2.2).

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment(3.1). Title III funds are used for our tutorial instruction for students in order to enable students to provide a smooth transition for 2nd language acquisition. These funds are also used to purchase instructional materials that provide academic support to our ELL students (1.2.1, 1.2.6, 1.2.34, 9.2, 9.3).

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State Compensatory Education (SCE) is defined in law as programs and /or services designed to supplement the regular education program for students identified as at risk of dropping out of school. (Refer to section 29.081 (a) of the Texas Education Code). The goal of SCE is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC, or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students.

The purpose is to increase academic achievement for At-Risk students at Gallegos Elementary by providing extended day instruction in order to provide Math, Reading, Writing and Science interventions based on student need; including tutorials and supplies (3.1). SCE will fund Pre-Kinder teachers to supplement instruction, our Dyslexia teacher and the Dean of Instruction who will oversee the instructional program of the school (1.2.9, 3.9, 3.11).

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. At Gallegos elementary, students receiving special education services are provided multiple academic support opportunities including accelerated instruction in order to close the achievement gap (3.1).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Salgado	5th Grade Class Size Reduction Teacher	Title II-255-11-6119-01-138-Y24052Y	1.0
Diana Zapata	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Hector Rodriguez	Library Aide	Title I-211-12-6129-06-138-Y300F2	1.0
Linda Avelar	Nurse	Title I	.4
Maria D. Ortiz	Dyslexia Aide	Title I-211-11-6129-06-138-Y24054	1.0
Maria R. Basaldua	Federal Programs Aide	Title I-211-11-6129-06-138-Y240F2	1.0
Maria Torres	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Rosalinda Castillo	Title I Pre-K Aide	Title I-211-11-6129-06-138-Y320F2	1.0
Silvia P. Gonzalez	Parent Liaison	Title I-211-61-6129-00-138-Y300F2	1.0

Plan Notes

Gallegos Elementary School

Site-Based Decision Making (SBDM) Committee Members

The Site-Based Decision Making (SBDM) Committee is dedicated to implementing a well-rounded instruction program that will promote students' success at Gallegos Elementary School as well as helping them become productive citizens in a democratic society. The members of SBDM Committee include elected classroom teachers from PK-5th grade level on campus to comprise two-thirds of the committee, special programs & special education chairs, supplemental staff, administration, students, and parents. Each elected representative serves a two year term and election cycles are staggered. All members, especially new, are asked to attend district training on September 2016 of the current school year to learn about shared decision making and how it results in a greater commitment to implementing decisions that will enhance the achievement of students. As a member of the SBDM Committee each participant is responsible for sharing and discussing the SBDM Committee agenda and conveying the information of their grade level. Thus, attendance and participation are vital and if a member cannot fulfill these requirements, then a new member will be elected to better represent the campus entity.

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Sylvia Senteno	Area Asst. Administrator	Fabiola Mata	Counselor
Theresa Villafuerte	Campus Principal	Michelle Cortez	Librarian
Patricia Barreda	Assistant Principal	Rosario Bazaldua	Parent
Belinda Guzmán	Dean of Instruction	Diana Zapata	Parent
Blanca Gonzalez	PK Chair	Sylvia P. Gonzalez	Parental Involvement
Yaneth Fragoso	PK Teacher	Dr. Ruben Gallegos	Business Representative
Martha Gracia	K Chair	Chester Gonzalez	Business Representative
Yolanda Villarreal	K Teacher	Hector Quiñones	Community Representative
Yessica Ponce	1st Chair	David Jimenez	Community Representative
Anel Fragoso	1st Teacher	Estefania Rocha	Student

Maria I. Gonzalez	2nd Chair	Ariana Zapata	Student
Liliana Hernandez	2nd Teacher		
Michelle Luna	3rd Chair		
Diana Avendaño	3rd Teacher		
Jennifer Marks	4th Chair		
Lynda Garcia	4th Teacher		
Yolanda Zamora	5th Chair		
Beulah Carrillo	5th Teacher		
Lisa Ramirez	Special Ed. Chair		
Laura Gonzalez	Special Ed. Teacher		

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Meeting Facilitator	Belinda Guzman	Dean of Instruction
Administrator	Theresa Villafuerte	Principal
Assistant Principal	Patricia Barreda	Assistant Principal
Classroom Teacher	Blanca Gonzalez	PK teacher
Classroom Teacher	Yessica Ponce	1st grade teacher
Classroom Teacher	Maria I. Gonzalez	2nd grade teacher
Classroom Teacher	Diana Avedaño	3rd grade teacher
Classroom Teacher	Jennifer Marks	4th grade teacher
Classroom Teacher	Martha Gracia	Kinder teacher
Classroom Teacher	Yolanda Zamora	5th grade teacher
Librarian	Michelle Cortez	Librarian
Classroom Teacher	Lisa Ramirez	Special Ed. teacher
Classroom Teacher	Laura Ramirez	2nd grade teacher
Counselor	Fabiola Mata	Counselor
Parent	Maria R. Basaldua	Parent
Paraprofessional	Nancy Rodriguez	Paraprofessional
Student	Estefania Rocha	Student
District-level Professional	Sandra Lopez	Area Administrator
Community Representative	Dr. Ruben Gallegos	Community Representative

Campus Funding Summary

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Substitute Teachers	162-13-6112-00-138-Y-30-000-Y	\$2,000.00
1	2	4	Paper	162-11-6396-00-138-Y-30-000-Y	\$1,500.00
1	2	4	Supplies & Materials	162-11-6398-62-138-Y-30-000-Y	\$2,026.96
1	2	4	General Supplies	162-11-6399-62-138-Y-30-000-Y	\$3,000.00
1	2	4	General Supplies	162-11-6399-00-138-Y-30-000-Y	\$11,000.00
1	2	4	Sharpeners	162-11-6399-00-138-Y-30-000-Y	\$256.79
1	2	5	Toner	162-11-6399-62-138-Y-30-000-Y	\$3,000.00
1	2	7	1 FTE	162-11-6119-00-138-Y-30-054-Y	\$51,675.00
1	2	13	PK-5th grade teachers, Special Ed. Teachers, Special Programs Teachers		\$0.00
1	2	26	Dictionaries	162-11-6399-00-138-Y-30-000-Y	\$1,319.60
3	1	1	Extra Duty Pay	162-11-6118-00-138-Y-30-000-Y	\$13,834.00
3	1	1	Extra Duty Pay SSI	162-11-6118-00-138-Y-24-SSI-Y	\$5,612.00
3	1	1	Extended Day/After School Program	162-11-6118-00-138-Y-30-ASP-Y	\$25,780.00
3	1	3	Substitutes	162-11-6112-00-138-Y30-0K2-Y	\$0.00
3	1	7	1 FTE	162-13-6119-31-138-Y-30-000-Y	\$58,314.00
3	1	8	2 FTEs	162-11-6119-00-138-Y-34-PKK-Y	\$78,285.00
5	1	13	Award Incentives	162-11-6498-00-138-Y-11-000-Y	\$0.00
8	1	2	Study Island/Edmentum	162-11-6249-00-138-Y-30-000-Y	\$0.00
8	1	3	Headphones for testing	162-11-6399-00-138-Y-30-000-Y	\$2,484.48
8	1	3	IPADS	162-11-6398-62-138-Y-30-000-Y	\$1,000.00
8	1	3	Desktop Computers	162-11-6649-62-138-Y-30-TEC-Y	\$11,925.00
8	1	3	Software	162-11-6395-62-138-Y-30-TEC-Y	\$825.00
8	1	4	Projector screens	162-11-6399-00-138-Y-30-000-Y	\$0.00

8	1	6	E-Books	162-11-6399-00-138-Y-30-000-Y	\$0.00
Sub-Total					\$273,837.83
Budgeted Fund Source Amount					\$252,000.00
+/- Difference					\$-21,837.83
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Social Studies Instruction Materials		\$0.00
1	2	4	Supplies	211-11-6399-00-138-Y-30-0F2-Y	\$132.00
1	2	5	Supplies	211-11-6399-62-138-Y-30-0F2-Y	\$678.00
1	2	14	Planners for Teachers to Document Professional Development Sessions		\$0.00
1	2	19	Class Size Reduction	255-11-6119-01-138-Y24052Y	\$58,224.00
3	1	1	Extra Duty Pay/After School Program	211-11-6121-00-138-Y24-ASP-Y	\$12,000.00
5	1	13	Award Incentives	211-11-6498-00-138-Y-30-0F2-Y	\$0.00
6	1	7	Writing Folders	211-11-6399-00-138-Y-30-0F2-Y	\$546.00
6	1	11	Parent Liaison Mileage	211-61-6411-00-138-Y-30-0F2-Y	\$100.00
6	1	11	Parent Liaison Salary	211-61-6129-00-138-Y-30-0F2-Y	\$21,818.00
6	1	11	Miscellaneous Operations	211-61-6499-53-138-Y-30-0F2-Y	\$0.00
8	1	3	Technology Equipment	211-11-6398-62-138-Y30-0F2-Y	\$0.00
8	1	3	2 Document Cameras	211-11-6398-62-138-Y-30-0F2-Y	\$0.00
Sub-Total					\$93,498.00
Budgeted Fund Source Amount					\$25,121.00
+/- Difference					\$-68,377.00
Grand Total					\$367,335.83

Addendums



BISD Targeted Improvement Plan CIP Addendum 2016-2017

TAIS Documentation for **Dr. Ruben Gallegos Elementary**

<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Campus Leadership Team created	List CLT members and positions here: Theresa Villafuerte/Principal Patricia Barreda/Assistant Principal Belinda Guzmán/Dean of Instruction	10/3/2016
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used (refer to CSF Data Chart): Attendance, Review 360, Campus Assessments, STAAR Scores, District Benchmarks, TPRI/Tejas Lee, TELPAS, RTIs,	8/15/2016 & on-going data analysis
Needs Assessment: Problem statements selected	Recommendation to limit to 2 or 3 problems to be monitored all year long on a detailed and quarterly basis. Special Ed. benchmark scores	10/3/2016
Needs Assessment: Root cause analysis for each problem selected	Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem. Many of our Special Ed. students, due to extreme disabilities are performing at 2-3 levels below their targeted level.	10/3/2016
One Annual Goal established for each problem	Make sure each goal is a SMART goal Our annual goal is to have 70% of our Special Ed. students pass the STAAR Reading assessment by the end of the 2016-2017 school year.	10/3/2016
Overall strategy determined for each problem	Links the Annual goal with the root cause and prioritized problem(s) We expect to reach our annual goal by making our instruction of Special Ed. students more deliberate and prescriptive in an effort to reach the 70% passing rate on STAAR Reading.	10/3/2016
Quarter goals established	Make sure each goal is a SMART goal	
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	
Interventions selected	1 to 4 interventions for each problem for each quarter 1. Increased Special Ed. student participation in tutorials 2. Tiered instruction with Special Ed. teachers	10/3/2016
Monitoring tools/data sources determined	Need one form of data to use to determine success of each intervention for each quarter District Benchmarks and progress monitoring	10/3/2016
Initial plan uploaded	Deadline of October 17, 2016	10/17/2016
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2016	
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2017	



BISD Targeted Improvement Plan CIP Addendum 2016-2017

TAIS Documentation for **Dr. Ruben Gallegos Elementary**

Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2017	
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2017	
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.



BISD Targeted Improvement Plan CIP Addendum 2016-2017

TAIS Documentation for **Dr. Ruben Gallegos Elementary**

Data Analysis Process and Summary of Findings

<i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i>	<i>Our Campus Leadership Team and SBDM reviewed STAAR Scores, TELPAS scores, Attendance, Review 360, Campus Assessment scores, District benchmarks, TPRI/Tejas Lee BOY data, C-PM BOY data, attendance and RTI data to conduct our data analysis</i>
<i>Which student groups are in the greatest need of improvement (Index 1 and System Safeguards)?</i>	<i>Our Special Ed. and Dyslexia students are in greatest need of improvement.</i>
<i>Which student group(s) showed the least growth (Index 2)?</i>	<i>Our Special Ed. students showed the least growth in Index 2</i>
<i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i>	<i>No</i>



BISD Targeted Improvement Plan CIP Addendum 2016-2017
TAIS Documentation for Dr. Ruben Gallegos Elementary

<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
<i>Do not complete this section until the end of the school year.</i>		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		
<i>Q1: Intervention 1</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Tutorials for 3 rd -5 th grade	Tutorial attendance sheets and PEIMS data	<completed at end of quarter: data collected and was the intervention effective or not>
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Q1: Intervention 4</i>	<i>Monitoring information</i>	<i>Intervention results</i>



BISD Targeted Improvement Plan CIP Addendum 2016-2017
TAIS Documentation for Dr. Ruben Gallegos Elementary

<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
<i>Quarter 1 Goal met? / Changes for next quarter?</i>		
<i>Quarter 2 Goal (November to January) Monitoring updates completed by February 10th</i>		
<i>Q2: Intervention 1</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Q2: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Q2: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Q2: Intervention 4</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Quarter 2 Goal met? / Changes for next quarter?</i>		
<i>Quarter 3 Goal (February to March) Monitoring updates completed by April 10th</i>		



BISD Targeted Improvement Plan CIP Addendum 2016-2017
TAIS Documentation for Dr. Ruben Gallegos Elementary

Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		



BISD Targeted Improvement Plan CIP Addendum 2016-2017
TAIS Documentation for Dr. Ruben Gallegos Elementary

Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #2	Root cause #2	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #2		Root cause #2		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #3	Root cause #3	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #3	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #3		Root cause #3		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #3		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 4 Goal met? / Changes for next quarter?					

BISD Texas Accountability Intervention System Intervention Planning Chart

Problem Statement: 55% of Special Ed. students passed the STAAR Reading assessment.

Root Cause: Many of our Special Ed. students have an extreme disability and they are performing at 2-3 levels below their targeted level.

Annual Goal: 70% of our Special Ed. students will pass the STAAR Reading assessment by the end of 2016-2017 school year.

What will each group do to address the problem and its root cause to meet the annual goal?

Administrators/Leadership (includes CLT and/or SBDM)	Teacher Professional Learning	Teacher Planning and Implementation	Student Practice (may include computer assisted instruction)	Campus support staff: Dean, LPAC, Special Ed...etc.	District Support Staff : C & I Specialists, DCSI, BIL...etc.
The Special Ed. Administrator will examine IEP for effectiveness of service.	Teachers will be provided staff development to address the system safeguards and improve reading strategies based on assessment data analysis.	We have Co-Planning every six weeks with Special Ed., Dyslexia and regular ed. teachers to address individual needs.	Increase tutorials for our Special Ed. students.	The Dean will provide professional development to target the system safeguards.	C & I Specialists provide the Dean with instructional materials as needed.
		We have grade level meetings each week to address student needs.	Special Ed. teachers are team teaching with regular ed. teachers in an effort to impact more students.	The Dean will assist teachers through data analysis of assessments in order to improve assessment scores for all students.	C & I Specialists provide support through maintenance and grade level meetings.
		3-Tier Instruction for Tier II and Tier III students.	Special Ed. teachers are starting tutorials earlier in the school year.	Increase walk-throughs	
			Teachers use I-STATION and Think	Provide instructional	

			Through Math for intervention.	materials to teachers in order to impact instruction	



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<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Campus Leadership Team created	List CLT members and positions here: Theresa Villafuerte/Principal Patricia Barreda/Assistant Principal Belinda Guzmán/Dean of Instruction	10/3/2016
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used (refer to CSF Data Chart): Attendance, Review 360, Campus Assessments, STAAR Scores, District Benchmarks, TPRI/Tejas Lee, TELPAS, RTIs,	8/15/2016 & on-going data analysis
Needs Assessment: Problem statements selected	Recommendation to limit to 2 or 3 problems to be monitored all year long on a detailed and quarterly basis. Special Ed. benchmark scores	10/3/2016
Needs Assessment: Root cause analysis for each problem selected	Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem. Many of our Special Ed. students, due to extreme disabilities are performing at 2-3 levels below their targeted level.	10/3/2016
One Annual Goal established for each problem	Make sure each goal is a SMART goal Our annual goal is to have 70% of our Special Ed. students pass the STAAR Reading assessment by the end of the 2016-2017 school year.	10/3/2016
Overall strategy determined for each problem	Links the Annual goal with the root cause and prioritized problem(s) We expect to reach our annual goal by making our instruction of Special Ed. students more deliberate and prescriptive in an effort to reach the 70% passing rate on STAAR Reading.	10/3/2016
Quarter goals established	Make sure each goal is a SMART goal	
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	
Interventions selected	1 to 4 interventions for each problem for each quarter 1. Increased Special Ed. student participation in tutorials 2. Tiered instruction with Special Ed. teachers	10/3/2016
Monitoring tools/data sources determined	Need one form of data to use to determine success of each intervention for each quarter District Benchmarks and progress monitoring	10/3/2016
Initial plan uploaded	Deadline of October 17, 2016	10/17/2016
Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2016	11/10/2016
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2017	2/06/2017



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Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2017	
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2017	
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.



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Data Analysis Process and Summary of Findings

<i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i>	<i>Our Campus Leadership Team and SBDM reviewed STAAR Scores, TELPAS scores, Attendance, Review 360, Campus Assessment scores, District benchmarks, TPRI/Tejas Lee BOY data, C-PM BOY data, attendance and RTI data to conduct our data analysis</i>
<i>Which student groups are in the greatest need of improvement (Index 1 and System Safeguards)?</i>	<i>Our Special Ed. and Dyslexia students are in greatest need of improvement.</i>
<i>Which student group(s) showed the least growth (Index 2)?</i>	<i>Our Special Ed. students showed the least growth in Index 2</i>
<i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i>	<i>No</i>



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<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
<i>Do not complete this section until the end of the school year.</i>		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		
<i>Q1: Intervention 1</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Tutorials for 3 rd -5 th grade	Tutorial attendance sheets and PEIMS data	<completed at end of quarter: data collected and was the intervention effective or not>
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	Intervention is still ongoing...still pending STAAR testing & results.
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
<i>Q1: Intervention 4</i>	<i>Monitoring information</i>	<i>Intervention results</i>



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Problem Statement #1	Root cause #1	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
Annual Goal #1	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
Quarter 1 Goal met? / Changes for next quarter?		
Our intervention is ongoing/still in progress...pending assessment results.		
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th		
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		
Q2: Intervention 1	Monitoring information	Intervention results
Tutorials for 2 nd -5 th grade	Tutorial attendance sheets and PEIMS data	Intervention is still in progress
Q2: Intervention 2	Monitoring information	Intervention results
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	Intervention is still in progress
Q2: Intervention 3	Monitoring information	Intervention results
FASCT Study	ERO attendance and sign in sheets	Intervention is still in progress
Q2: Intervention 4	Monitoring information	Intervention results
Summit K-12	ERO attendance and sign in sheets	Intervention is still in progress



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Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Quarter 2 Goal met? / Changes for next quarter?					
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th					
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					



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Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2016.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2016-2017 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1		Monitoring information		Intervention results	
				Changes for next quarters	
Q4: Intervention 2		Monitoring information		Intervention results	
				Changes for next quarters	
Q4: Intervention 3		Monitoring information		Intervention results	
				Changes for next quarters	
Q4: Intervention 4		Monitoring information		Intervention results	
				Changes for next quarters	
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #2	Root cause #2	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #2		Root cause #2		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #3	Root cause #3	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #3	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #3		Root cause #3		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
Annual Goal #3		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters	
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters	
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters	
Quarter 3 Goal met? / Changes for next quarter?				
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th				
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters	
Quarter 4 Goal met? / Changes for next quarter?				



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<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Campus Leadership Team created	List CLT members and positions here: Theresa Villafuerte/Principal Patricia Barreda/Assistant Principal Belinda Guzmán/Dean of Instruction	10/16/2017
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used (refer to CSF Data Chart): Attendance, Review 360, Campus Assessments, STAAR Scores, District Benchmarks, Mid & End checkpoint assessments, TPRI/Tejas Lee, TELPAS, RTIs,	8/28/2017 & on-going data analysis
Needs Assessment: Problem statements selected	Recommendation to limit to 2 or 3 problems to be monitored all year long on a detailed and quarterly basis. Special Ed. benchmark scores	10/16/2017
Needs Assessment: Root cause analysis for each problem selected	Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem. Many of our Special Ed. students, due to extreme disabilities are performing at 2-3 levels below their targeted level.	10/16/2017
One Annual Goal established for each problem	Make sure each goal is a SMART goal Our annual goal is to have 70% of our Special Ed. students pass the STAAR Reading assessment by the end of the 2017-2018 school year.	10/16/2017
Overall strategy determined for each problem	Links the Annual goal with the root cause and prioritized problem(s) We expect to reach our annual goal by making our instruction of Special Ed. students more deliberate and prescriptive in an effort to reach the 70% passing rate on STAAR Reading.	10/16/2017
Quarter goals established	Make sure each goal is a SMART goal	
CSF/ESEA Turnaround selected	Check off for each activity based on Intervention in CIP	
Interventions selected	1 to 4 interventions for each problem for each quarter 1. Increased Special Ed. student participation in tutorials & extended day activities 2. Tiered instruction with Special Ed. teachers	10/16/2017
Monitoring tools/data sources determined	Need one form of data to use to determine success of each intervention for each quarter Mid and End check point assessments, District Benchmarks and progress monitoring	10/16/2017
Initial plan uploaded	Deadline of October 31, 2017	10/16/2017



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Quarter 1 monitoring (Aug-Oct)	Completed by November 10, 2016	11/10/2016
Quarter 2 Monitoring (Nov-Jan)	Completed by February 10, 2017	2/06/2017
Quarter 3 Monitoring (Feb-Mar)	Completed by April 10, 2017	4/20/2017
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2017	6/09/2017
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

NOTE: *all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.*



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Data Analysis Process and Summary of Findings

<i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i>	<i>Our Campus Leadership Team and SBDM reviewed STAAR Scores, TELPAS scores, Attendance, Review 360, Campus Assessment scores, District benchmarks, TPRI/Tejas Lee BOY data, C-PM BOY data, attendance and RTI data to conduct our data analysis</i>
<i>Which student groups are in the greatest need of improvement (Index 1 and System Safeguards)?</i>	<i>Our Special Ed. and Dyslexia students are in greatest need of improvement.</i>
<i>Which student group(s) showed the least growth (Index 2)?</i>	<i>Our Special Ed. students showed the least growth in Index 2</i>
<i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i>	<i>No</i>
<i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i>	<i>No</i>



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<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
<i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i>		
<i>Do not complete this section until the end of the school year.</i>		
<i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i>		
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.		
<i>Q1: Intervention 1</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Tutorials for 3 rd -5 th grade	Tutorial attendance sheets and PEIMS data	Intervention is still ongoing...still pending STAAR testing & results.
<i>Q1: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	Intervention is still ongoing...still pending STAAR testing & results.
<i>Q1: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Instruction for our Special Ed. students has been specific to their needs.	Tutorial attendance sheets and regrouping schedule	Intervention is still ongoing...still pending STAAR testing & results.



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<i>Problem Statement #1</i>	<i>Root cause #1</i>	<i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i>
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.
<i>Annual Goal #1</i>	<i>CIP Activity numbers:</i>	<i>CSFs/ESEA Turnaround Principles:</i>
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.
<i>Q1: Intervention 4</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Instruction for our Special Ed. students has been specific to their needs.	STAAR results	Based on 2 nd administration of STAAR, our Special Ed. made significant improvement
<i>Quarter 1 Goal met? / Changes for next quarter?</i>		
Our intervention is ongoing/still in progress...pending assessment results.		
<i>Quarter 2 Goal (November to January) Monitoring updates completed by February 10th</i>		
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.		
<i>Q2: Intervention 1</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Tutorials for 3 rd -5 th grade	Tutorial attendance sheets and PEIMS data	Intervention is still in progress
<i>Q2: Intervention 2</i>	<i>Monitoring information</i>	<i>Intervention results</i>
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	Intervention is still in progress
<i>Q2: Intervention 3</i>	<i>Monitoring information</i>	<i>Intervention results</i>



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Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.			
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.			
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:			
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.			
FASCT Study		ERO attendance and sign in sheets		Intervention is still in progress			
Q2: Intervention 4		Monitoring information		Intervention results			
Summit K-12		ERO attendance and sign in sheets		Intervention is still in progress			
Quarter 2 Goal met? / Changes for next quarter?							
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th							
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.							
Q3: Intervention 1		Monitoring information		Intervention results		Changes for next quarters	
Tutorials for 3 rd -5 th & Extended Day		Tutorial & Extended Day attendance sheets and PEIMS data		Intervention is still in progress		Continue interventions with different resources and teachers.	
Q3: Intervention 2		Monitoring information		Intervention results		Changes for next quarters	
Professional development for our		ERO attendance and sign in sheets		Intervention is still in progress		Monitor interventions and determine	



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Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.			
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.			
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:			
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.			
teachers in an effort to improve student performance.					effectiveness and change as needed.		
Q3: Intervention 3		Monitoring information		Intervention results		Changes for next quarters	
FASCT Study		ERO attendance and sign in sheets		Intervention is still in progress		Monitor interventions and check for effectiveness. Make changes as needed.	
Q3: Intervention 4		Monitoring information		Intervention results		Changes for next quarters	
Summit K-12		ERO attendance and sign in sheets		Intervention is still in progress		Monitor interventions and check for effectiveness. Make changes as needed.	
Quarter 3 Goal met? / Changes for next quarter?							



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Problem Statement #1	Root cause #1	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.	Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.	We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.	Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2	Make sure your CSF's for each strategy are included in your campus improvement plan.	
After the 1st STAAR test administration, 12 of our Special Ed. students did not meet the SSI standard in Reading or Math. Students were regrouped and received intensive accelerated Reading and Math instruction by different teachers in an effort improve their scores for the 2nd administration.			
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th			
Based on 2 nd STAAR Reading administration, there was an improvement in Special Ed. student scores.			
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters
Tutorials for 3 rd -5 th grade	Tutorial attendance sheets and PEIMS data	Intervention is still in progress	Continue interventions with different resources and teachers.
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters
Professional development for our teachers in an effort to improve student performance.	ERO attendance and sign in sheets	Intervention is still in progress	Monitor interventions and determine effectiveness and change as needed.



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Problem Statement #1		Root cause #1		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
55% of our Special Ed. students passed the STAAR Reading assessment in 2018.		Many of our Special Ed. students have an extreme disability and they are performing 2-3 levels below their targeted level.		We will reach our annual goal by providing teachers with the necessary instructional materials and professional development to make a direct impact on our Special Ed. population. Our students will attend tutorials, receive RTI interventions and the 3 Tier Reading Model in an effort to meet our annual goal.	
Annual Goal #1		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
70% of our Special Ed. students will pass the STAAR Reading assessment for the 2017-2018 school year.		Goal 1/Performance Objective 2/CIP #1, 6, 8, 39 Goal 3/Performance Objective 1/CIP 1, 3 Goal 8/Performance Objective 1/CIP 2		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
FASCT Study	ERO attendance and sign in sheets	Intervention is still in progress	Monitor interventions and check for effectiveness. Make changes as needed.		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
SSI Summer School Program	Summer School attendance	Intervention is still in progress until 3 rd round STAAR assessment is done.	Monitor STAAR assessment results.		
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #2	Root cause #2	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #2		Root cause #2		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #2		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:	
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.	
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 3 Goal met? / Changes for next quarter?					
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th					
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters		
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters		
Quarter 4 Goal met? / Changes for next quarter?					



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Problem Statement #3	Root cause #3	Rationale for selected Strategies/ interventions to meet annual goal based on root cause.	
Annual Goal #3	CIP Activity numbers:	CSFs/ESEA Turnaround Principles:	
	List CIP activity link here	Make sure your CSF's for each strategy are included in your campus improvement plan.	
Annual Goal met? / What worked and why? /What did not work and why? Due June 15th			
Do not complete this section until the end of the school year.			
Quarter 1 Goal (August to October) Monitoring updates completed by November 10th			
Q1: Intervention 1	Monitoring information	Intervention results	
Q1: Intervention 2	Monitoring information	Intervention results	
Q1: Intervention 3	Monitoring information	Intervention results	
Q1: Intervention 4	Monitoring information	Intervention results	
Quarter 1 Goal met? / Changes for next quarter?			
Quarter 2 Goal (November to January) Monitoring updates completed by February 10th			
Q2: Intervention 1	Monitoring information	Intervention results	
Q2: Intervention 2	Monitoring information	Intervention results	
Q2: Intervention 3	Monitoring information	Intervention results	
Q2: Intervention 4	Monitoring information	Intervention results	
Quarter 2 Goal met? / Changes for next quarter?			
Quarter 3 Goal (February to March) Monitoring updates completed by April 10th			
Q3: Intervention 1	Monitoring information	Intervention results	Changes for next quarters



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Problem Statement #3		Root cause #3		Rationale for selected Strategies/ interventions to meet annual goal based on root cause.
Annual Goal #3		CIP Activity numbers:		CSFs/ESEA Turnaround Principles:
		List CIP activity link here		Make sure your CSF's for each strategy are included in your campus improvement plan.
Q3: Intervention 2	Monitoring information	Intervention results	Changes for next quarters	
Q3: Intervention 3	Monitoring information	Intervention results	Changes for next quarters	
Q3: Intervention 4	Monitoring information	Intervention results	Changes for next quarters	
Quarter 3 Goal met? / Changes for next quarter?				
Quarter 4 Goal (April to June) Monitoring updates completed by June 10th				
Q4: Intervention 1	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 2	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 3	Monitoring information	Intervention results	Changes for next quarters	
Q4: Intervention 4	Monitoring information	Intervention results	Changes for next quarters	
Quarter 4 Goal met? / Changes for next quarter?				