

Brownsville Independent School District
Resaca Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Resaca Elementary is to devote, bequeath and focus on academic excellence and have high expectations in order for each student to become college bound, successful and abiding members, citizens, and adults of society.

Vision

The vision of Resaca Elementary is to have each of its students achieve their Greatest Potential and build a solid
Foundation for the Future.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Comprehensive Needs Assessment Data Documentation	12
Goals	15
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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	15
Goal 2: 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)	25
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	26
Goal 4: 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)	29
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	31
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. (TEA Ch. 4, Obj. 1)	34
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	36
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	38
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	40
State Compensatory	47
Personnel for Resaca Elementary:	47
Title I Schoolwide Elements	48
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	48
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	48
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	49
Title I Schoolwide Element Personnel	51
2018-2019 Site Based Decision Making Committee	52
Campus Funding Summary	53

Comprehensive Needs Assessment

Demographics

Demographics Summary

Resaca Elementary School is located at 901 East Filmore Street. It was built in 1931, and it is one of the oldest schools in the BrownsvilleIndependentSchool District. The student population at Resaca Elementary School is approximately 285 and serves students in grades Pre-K 3 through 5th Grade. The campus employed 18 teachers, 4 professional support staff, 2 campus administrators, 5 educational aides and 3 office staff for a total staff count of 32. The student population includes Hispanic 100%, Economically Disadvantaged 97.9%, Limited English Proficiency (LEP) 71.7%, At-Risk 84.5%, Migrant 1%, Gifted and Talented 9.3%, Special Education 10.3%, Mobility 16%. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

Demographics Strengths

Demographic Strengths:

- Low Student to Teacher Ratio
- Afterschool tutorial programs for all At-Risk, Migrant, Sped Ed., Dyslexia and ELL students.
- Literacy Software programs available to all PK - 2nd At-Risk, Migrant, Sped. Ed, Dyslexia, and ELL students
- 2nd grade classrooms are equipped with iPads for each student.
- 3rd grade classrooms are equipped with Laptops for each student
- ELL student placement into the Bilingual Program within the 20 day period.
- Students are awarded for their progress and success every six weeks.

Demographic Needs:

1. Increase student enrollment
2. Increase academic achievement for ELL and Sped. Ed. students.
3. Increase Writing and Reading STAAR nad TELPAS scores for ELL and Sped Ed. students.
4. Decrease the number of students on an RTI Plan
5. Decrease the retentation percentage rate for 1st and 2nd grade.
6. To maintain student attendance parent liaison will make phone calls or home visits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High percentage of ELL, Sped. Ed and RTI students are not meeting State Assessments passing standard requirements. **Root Cause:** Students comprehension is below grade level due to students limited background knowledge, limited English vocabulary, and low fluency.

Student Academic Achievement

Student Academic Achievement Summary

Resaca Elementary Student achievement profile is as follows:

	STAAR Math	STAAR Reading	STAAR Writing	STAAR Science
3rd Grade	75%	75%	N/A	N/A
4th Grade	71%	67%	61%	N/A
5th Grade	94%	84%	N/A	89%

The trends identified when student performance scores were compared of a period of 2 years demonstrate that students are consistently lower in reading than in math when all scores averaged.

	Mathematics	Reading/ELA	Writing	Science
	Approaches GL	Approaches GL	Approaches GL	Approaches GL
Resaca Elementary	80%	75%	59%	90%
At Risk	75%	67%	50%	83%
Economic Disadvantage	80%	75%	59%	90%
Gifted Talented	100%	100%	100%	100%
LEP	75%	63%	52%	76%
Special Ed Indicator	48%	28%	9%	43%

Student Academic Achievement Strengths

Student Academic Achievement Strengths

- 38% of 5th grade student scored Master on Math STAAR

- 47% of 5th grade students scored Masters on Science STAAR
- Received 3rd place in the 2018 District UIL
- Texas Honor Roll School for 2016-2017

Student Academic Achievement Needs

1. Provide interventions to Special Education students in the areas of Reading and Writing to meet the state's Performance System Safeguards
2. Reading/literacy still needs to improve at all levels
3. Vertical alignment within the content areas to support spiraling of instruction.
4. Writing rubrics need to be implemented accross gradelevels
5. Increase fluency and vocabulary practice to develop comprehension
6. Improve Tier I core instruction to reduce the number of students on RTI Plans.
7. Students attendance, academic achievements and progress will be recognized every six weeks.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading and Writing STAAR results are below district results. **Root Cause:** Professional development focused on improving ELA instruction for sub-populations is needed.

School Processes & Programs

School Processes & Programs Summary

Resaca Elementary teachers are committed in implementing an effective, strong curriculum that addresses all TEKS, prepares students for state assessments, and provides college readiness skills. Teachers are expected to follow the District Frameworks and use its many tools to ensure that all students are taught to the depth and complexity of the standards established by the State of Texas. Resaca Elementary has departmentalized 3rd through 5th grade classes to make sure all subject areas are addressed.

Instruction at all grade levels is aligned with the TEKS, and teachers are expected to plan both instruction and common assessments as a team effort during common planning times and during regularly scheduled Professional Learning Community (PLC) meetings. The Principal and Dean of Instruction meet weekly with teachers to serve as a resource for ideas, to ensure that daily instruction is aligned with the curriculum, and to assist teachers in planning instruction that is at the rigor necessary for students to successfully master the standards. Reports from TANGO, Eduphoria, CPALLS, TPRI/TEJAS, and LION are utilized to identify students who are struggling and in need of academic needs. Teachers then proceed with RTI plans with recommendations to SPED/504 and Dyslexia testing based on documented TIER interventions and students needs.

English Language Arts

Resaca Elementary implements the following ELA programs: BISD Curriculum Frameworks, Literacy Initiative, A-Z Learning, Dr. Kay, Achieve 3000, Smarty Antz

Mathematics

Resaca Elementary implements the following Math programs: BISD Curriculum Frameworks, Pearson Envision, Lonestar Learning, Prodigy,

Science

Resaca Elementary implements the following Science programs: BISD Curriculum Frameworks, Summit K-12, EduSmart, Pearson Envision Science

Social Studies

Resaca Elementary implements the following Social Studies programs: BISD Curriculum Frameworks, Social Studies Weekly, Brain Pop, Achieve 300, Pearson Envision

School Processes & Programs Strengths

- PK 3 1/2 Day
- PK 4 Full Day
- EDEP, At-Risk and SSI Tutorials offered afterschool
- A Library program equipped with AR, books, ebooks, technology integration, lessons correlated with classroom teachers' lessons
- Weekly Grade Level meetings that cover curriculum and instruction
- Flexible Scheduling to meet the needs for all students
- Full time Nurse and Security Guard
- Implementation of Campus/District Initiatives in C & I

School Process and Programs Needs

- Language Arts Tier I, II, and III instruction needs to improve through better planning and professional development, for only 58% teachers strongly agree its being implemented effectively at our campus.
- Teachers need to be trained on IEP implementation.
- Sped. Ed. teachers must participate in maintenance meeting and attend PD focused on improving literacy.
- Sped. Ed. teachers must plan with general classroom teachers.
- Integrating technology into the classroom training need to be offered at the campus for only 58% teachers strongly agree they feel comfortable using technology as part of their instruction.
- Technology equipment such as smartboards, smart tv's, laptops, iPads, document cameras, projectors, and speakers must be purchased to adequately equip classrooms.
- More opportunities for professional development focused on differentiating instruction must be offered, for only 58% teachers strongly agree we are meeting the needs of our sub-population students.
- Horizontal and Vertical planning opportunities need to be offered every six weeks.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Tier I core instruction is not differentiated. **Root Cause:** Lack of participation in effective PD focused on differentiating instruction and planning time after PD.

Perceptions

Perceptions Summary

The Resaca Elementary staff believes that our students and their families are all part of the larger Resaca family. We intentionally plan events that bring the school staff, our students, their parents, their families, and the surrounding community together to support student success. These events include parenting meetings every Wednesday, Literacy Nights, Christmas and Charro Days Performances, Open House, Fall Carnival, 1 mile races, District Competitions. By strengthening family and community involvement, we are empowering our students to reach their full potential as learners, community members, and world citizens .

Perceptions Strengths

The Parent Survey indicators showed that parents were overall satisfied (93% combining "strongly agree" and "agree" with the regular and 92% special program) instruction provided. 100% of parents agree that the Resaca teachers expect their children to do their very best . Parents overall (100% combining "strongly agree" and "agree") agree they are involved in decision making and 100% (combined) agree they are welcomed at Resaca Elementary.

- High percentage of Experienced Teachers
- Weekly Parental Involvement Meetings
- Monthly Faculty Meetings
- Weekly Grade Level Meetings
- High percent of teachers involved in extra-curricular activities: chess, UIL, running club, science fair, choir,
- Teacher Incentive Program (Prizes for Teachers)
- Faculty & Staff Birthday Recognitions
- Teacher Appreciation Week
- Christmas Luncheon
- End-of-Year Luncheon
- Monthly participation in community races

Perception Needs

- Campus requires maintenance of buildings such as restroom walls and floors, building roofs,
- Parent CNA survey expresses the parents concern for safety and desire for more cameras along the campus to ensure safety.
- Update classroom technology such as tv's and desktop computers.
- Increase # of presentations focused on bullying awareness.
- Develop school wide activity to promote citizenship.
- Professional development focused on classroom and discipline management, autism awareness, working with ADHD students is needed for all Resaca Elementary staff members.
- Increase the # of parents participatin in parental involvement and attending the weekly parent meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent attendance to parental involvement weekly meetings has decreased in the past 2 years. **Root Cause:** Parents feel intimidated by language barrier and/or find it difficult to attend with their younger children.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Resaca Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.





Evaluation Data Source(s) 1: STAAR performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide professional development on the specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR. Population: All 3rd - 5th Grade Teachers/SE and 504 Teachers</p> <p>Timeline: Every Six Weeks 1st through 5th Six Weeks 2018-2019</p>	2.6	Dean of Instruction, Principal	<p>Formative: sign-in sheets, agendas, lesson plans, classroom observations</p> <p>Summative: STAAR results</p>				
<p>2) To increase student fluency in K-5th fluency booklets will be created for every student. Fluency will be practiced in the classroom and at home.</p> <p>Population: All K-5th Grade Students Timeline: August 2018 - May 2019, Daily CNA pg 7</p>	2.4	Dean of Instruction, Principal, K-5th Grade Teachers	<p>Formative: Fluency Weekly Log, Progress Reports,</p> <p>Summative: TPRI/Tejas Lee, LION Reports</p>				
Funding Sources: 199 Local funds - 700.00							

<p>3) Grade level meetings are held on a weekly basis to keep teachers informed of district initiatives, analyze/review student assessment data (AWARE), plan/develop action plans that will target individual student weaknesses on core subject TEKS/assessment objectives.</p> <p>Population: All PreK-5th grade teachers, SE Teachers and support staff</p> <p>Timeline: Weekly Aug. 2018 to June 2019</p>	2.4	Dean of Instruction, Assistant Principal and Principal	<p>Formative: RTI and classroom observations</p> <p>Summative: Report Card EOY averages, STAAR, Aprenda/SAT 10, TELPAS,</p>				
<p>4) To facilitate student transitions from Pre-K- 5th grade, teachers and support staff will participate in horizontal and vertical grade level meetings at the end of every six weeks period to discuss</p> <ul style="list-style-type: none"> *Areas of strength and weaknesses found in each grade level and content area *RTI packets and interventions *STAAR standards and strategies *ELA Frame work planning *Failure Reports <p>Population: Pre-K thru 5th grade teachers and Special Ed. Teachers</p> <p>Timeline: 1 x Every Six Weeks Aug. 2018 to June 2019</p>	2.6	Dean of Instruction, Principal,	<p>Formative: Sign-in sheets, agendas, RTI Monitoring Reports,</p> <p>Summative: STAAR</p>				
<p>5) Provide accelerated instruction during regular school year and extended year for all at risk students.</p> <p>Population: All At-Risk Students, LEP, TI</p> <p>Timeline: Weekly Sept. 2018 to July 2019</p>	2.5	Dean of Instruction Principal	<p>Formative: Lesson Plans, walkthrough, and benchmarks, Progress Reports</p> <p>Summative: STAAR and Retention Rate</p>				

<p>6) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Teacher will document interventions and the student progress. Data will be used to identify the areas of need by student. Teacher will adjust instruction/interventions as needed. Tier I - a minimum of 90 minutes devoted to ELA instruction Tier II - 30 minutes per day in small group in addition to the core instruction Tier III - 30 minutes per day in individual or small group instruction in addition to the core instruction Population: All Students TI MI LEP SE AR GT DYS Timeline: every 3 weeks Aug. 2018 to May 2019</p>	2.6	Counselor, Teacher, Dean of Instruction	<p>Formative: Pre/Post Tests Progress Reports, Lesson plans, classroom observations, benchmark scores</p> <p>Summative: STAAR, TELPAS, TPRI EOY</p>				
<p>7) Field Trips will be conducted to supplement TEKS instruction. Population: All Students TI MI LEP SE AR GT DYS Timeline: Dec. 2017, March 2018 to June 2018 1-3 trips per grade and per year CNA pg 9</p>	2.4	Dean of Instruction, Principal	<p>Formative: Lesson Plans</p> <p>Summative: STAAR/ TELPAS reading & writing results</p>				
<p>Funding Sources: 199 Local funds - 2500.00</p>							
<p>8) Increase the percentage of students in K- 5th scoring Advanced High on TELPAS writing. (1) PK-5th grade students will participate in Language Arts activities integrated with the writing for 30 minutes daily, (2) Teachers will utilize the writing process via a variety of genre texts in grades PK-5th and conduct vertical alignment. (3) Students will participate in the Brownsville Herald Kids Speak writing, (4) PK - 3rd teachers will use writing rubrics specific to each grade level to score one writing prompt per six weeks, (5) PK - 5th teachers will collect 5 writing samples on various subjects without teacher corrections. The writing samples will be rated B, I, A, AH and kept inside a writing portfolio provided by the District, (6) A daily writing journals will be printed for all bilingual students in grades 1st - 5th. All Students TI MI LEP SE AR GT DYS Timeline: Every Six Weeks Sept 2018 - June 2019 CNA pg 9</p>	2.6	Dean of Instruction, Principal 4th Grade Writing Teacher(s)	<p>Formative: progress reports, classroom observations, lesson plans</p> <p>Summative: TELPAS & STAAR Writing results</p>				
<p>Funding Sources: 263 Title III-A Bilingual - 4209.00</p>							





<p>9) Identification, Monitoring, of Bilingual students through LPAC committee meetings. *Supplemental Duty for Teachers *Substitute teachers Population: All Students LEP Timeline: Monthly - Aug. 2018 - June 2019 CNA pg 4 and 9</p>		<p>LPAC Chair Person Dean of Instruction Principal LPAC Aide Teacher</p>	<p>Formative: LPAC Minutes - Student Plus, student PRC Summative: EOY LPAC Minutes</p>				
	<p>Funding Sources: 163 State Bilingual - 2400.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Purchase instructional materials and resources, supplies, copy paper and capital outlay equipment as needed for instructional use. Purchase instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction. Population: Teachers, AR, SE, MI, T1, Timeline: December 2019 TLI Sustainability Activity CNA pg 9</p>	2.4	<p>Principal Dean of Instruction Teachers</p>	<p>Formative: Walk Throughs, Benchmarks, Report Cards Summative: TPRI/Tejas Lee, State Assessment Test Results</p>				
	<p>Funding Sources: 199 Local funds - 891.00</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>11) Award ceremonies will be conducted every six weeks to recognize students academic achievement, improvements and attendance. Population: All PK3 - 5th grade students Timeline: September 2018 - June 2019 CNA pg 7</p>	2.4	<p>Teachers, Counselor Principal</p>	<p>Formative: Flyers Assessment: EOY Report Cards</p>				
	<p>Funding Sources: 199 Local funds - 2700.00</p>						
<p style="text-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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Resaca Elementary early childhood performance will increase by 5 percent points over end-of-year 2018 results

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALLS, LION, and CIRLCE PM

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide Professional Development for new and existing Elementary teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. PK C-PM TPRI/Tejas Lee-K-3 TELPAS Resources needed to accomplish this task are paper, printer and ink.</p> <p>Population: All Pre-K to 5th Grade Teachers Timeline: Every Six Weeks Aug. 2018 - May 2019 CNA pg 9</p>	2.4	Dean of Instruction Principal	<p>Formative: Pre-RTI, Progress Monitoring</p> <p>Summative: CPALLS, TPRI/Tejas Lee EOY, TELPAS Assessment Results</p>				
<p>Funding Sources: 163 State Bilingual - 1809.00, 199 Local funds - 100.00</p>							
<p>Critical Success Factors CSF 1</p> <p>2) The Pre-K 3 program will be provided the 1/2 day and PK 4 program the full day in order to better prepare qualified students academically. Population: Pre-K 3 and PK-4 Teacher and Students(At-Risk, TI, LEP students)</p> <p>Timeline: Daily August 2018 to May 2019</p>	2.5	Dean of Instruction, Principal, Administrator for State Compensatory Education	<p>Formative: CPALLS (BOY & MOY), teacher observation, student progress reports</p> <p>Summative: CPALLS (EOY)</p>				
<p style="text-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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Resaca Elementary will ensure Priority-for-Services migrant students receive supplemental support services before other migrant students by way of extended day services. Population: Pre-K - 5th Grade Migrant Students Timeline: Aug. 2018 - June 2019 Every 3 weeks</p>		Dean of Instruction, Data Entry Clerk, Principal	<p>Formative: student progress reports Summative: PFS monitoring tool</p>				
<p>2) Resaca Elementary will ensure that migrant students have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer school program. Migrant students will be provided with additional supplemental support by the campus in order to address academic, attendance needs and promote positive social engagement. Population: Pre-K - 5th grade Migrant students Timeline: April 2019 - June 2019</p>	2.4	Teacher, Dean of Instruction, Principal	<p>Formative: Eligibility lists; attendance sheets Summative: End-of-Summer School</p>				
<p>3) Resaca Elementary will review current State Assessment results for 3rd through 5th grade migrant students to ensure placement in additional support services rendered by the school during the year and for services during summer school. Population: 3rd - 5th grade Migrant students Timeline: Aug. 2018 - June 2019 Every Six Weeks</p>	2.4	Teacher, Dean of Instruction, Principal	<p>Formative: Tutorial attendance sheets; Benchmark results Summative: Current State Assessment results</p>				

<p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K - 5th grade migrant students pre-test and post-test results will be used by teachers and administrators to identify if the migrant students are performing below grade level. Population:Migrant Students Timeline: Every three weeks Aug. 2017 - June 2018</p>	2.4	Teachers, Dean of Instruction, Principal	Increased academic performance PBMAS				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Students in Pre-K - 5th grade will receive music and Art classes every week. Population: All Students TI MI LEP SE AR GT DYS Timeline: 2-3 per week Aug. 2018 - May 2019</p>	2.4	Dean of Instruction, Principal	Formative: walkthrough observations; lesson plans, eschoolPLUS scheduling Summative: music presentations				
<p>2) Students in grades 3rd through 5th will compete in the Science Fair. From September to November students will be given the opportunity to research and develop a science experiment in order to assist the students to internalize science concepts and increase their success in the classroom. Students will employ the use of digital cameras to record results, printers to display results and other materials necessary to complete the experiment. Population: 3rd - 5th grade Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018 - Nov. 2019 CNA pg 7</p>		Science Fair Campus Coordinator Dean of Instruction Principal	Formative: student entry documentation, project Summative: Science STAAR Scores				
<p>Critical Success Factors CSF 6</p> <p>3) Students will participate in District Chess competitions. Teachers will practice with students Tuesday through Friday in the Mornings.</p> <p>Population: All Students GT Timeline: Aug. 2018 - June 2019 2/3x per Week</p>		Teachers, Dean of Instruction, Principa	Formative: Participation logs, Summative: STAAR				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Students will compete in U.I.L music memory, Art Memory, and One Act Play.</p> <p>Population: 4th - 5th grade students TI MI LEP SE AR GT DYS Timeline: Sept. 2018 - Dec. 2019</p>		UIL Coordinator, UIL Coaches, Dean of Instruction and Principal	Formative: student sign-in documentation for practice sessions Summative: U.I.L. competition				
<p>5) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tool to complete their classroom and homework assignments; thus extending them the same opportunity for meeting he academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Tablet will be purchased to s</p> <p>Population: PFS and Non-PFS Migrant students Timeline: Aug. 2018 - June 2019</p>	2.6	Campus Administrators General Ed. Teachers	On-time promotion				
<p>6) Parents of migrant students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PK-5th grade students - Parents Timeline: Aug. 2018 - June 2019</p>	2.6	Migrant Funded: Parent Liaison Recruiters DMC MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				
<p>7) In order to increase awareness of migrant student needs, Resaca Elementary faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: All teacher and Staff Timeline: Aug. 2018 - December 2019</p>	2.6	Campus Administrators Counselor	Timely placement into interventions				
<p>8) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: Elementary, MS and HS PFS Migrant Students Timeline: March 2019</p>	2.6	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				

<p>9) 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 Population: Migrant Students Timeline: April 2019</p>	2.6	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	Increase on- time graduation				
<p>10) 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. Population: PFS and Non-PFS Migrant Students Timeline: August 2018 - June 2019</p>	2.6	<p>Campus Principal, Dean of Instruction Teachers</p>	<p>Formative: Attendance Sheets, lesson plans, Summative: STAAR Results; EOY Report Card</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: 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)


Performance Objective 1: Resaca Elementary 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)


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


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Our Campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All PK - 5th Student, Faculty and Staff, Parent and Community Member Timeline: Jan. 2019 - June 2019		Campus Administration Facilities and maintenance	Complete implementation of the district energy usage compared to prior year. Formative: Monthly Comparison of energy usage Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the district. Population: All Campus Faculty and Staff Timeline: December 2017 - January 2018 Need: SBDM approval goal priority		Administration Head Custodian Faculty and Staff District Maintenance Department	Formative: Campus Walk Throughs by Administration and Custodians Reports Summative: CNA Staff Surveys and Facilities List				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Resaca Elementary 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: Campus Budget Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) SBDM will meet monthly to ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. Population: Campus stakeholders Timeline: Aug. 2018 - June 2019		Campus Administration SBDM Committee Members	Funding Reports will indicate all funds were expended based on prioritize needs Formative: monthly expenditure reports compare CIP Summative: end of year expenditure				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Strategies to attract high quality teachers to high needs schools will be addressed through the following: Bilingual, Lead Teacher, and Masters Degree Stipends, extra duty opportunities and medical benefits. Population: All teachers Timeline: Aug. 2018 - June 2019 Monthly		Principal Dean of Instruction Bilingual Administrator PEIMS Data Entry Clerk	Formative: eSchools, Summative: PDAS				

Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: Resaca Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, campus climate surveys

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To demonstrate our appreciation for teachers hard work and effort, teachers will be rewarded with treats and a gift during teacher appreciation week. Snacks will be provided during faculty meetings. Also teachers will be given 1/2 day of planning every six weeks. Population: Campus Faculty and staff Timeline: Aug. 2018 - June 2019		Principal Dean of Instruction Counselor	Formative: School Calendar of Events, Luncheon Schedules Summative: CNA				
							

Goal 4: 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)

Performance Objective 1: Resaca Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

Evaluation Data Source(s) 1: Campus websites and media reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Resaca Elementary will promote the history and origins along with current accomplishments of the campus on a weekly vase through the website or other media venues. Population: Campus Stakeholders Timeline: Aug. 2018 - June 2019		Campus Administration Secretary Teachers Campus TST	Formative: weekly newsletter Summative: yearbook				
2) The Campus will designate a PIO contact to provide feature articles, current and prior students,parents, staff recognitions, co-extracurricular activities, and parent/community events. Population: Campus Stakeholders Timeline: Aug. 2018 - June 2019		Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students and alumni and major events. Formative: submission of information for articles and showcases Summative: annual compilation of articles and presentation/showcases				
3) The campus will update the school website on monthly with school and community events, and showcasing student accomplishments. Population: Campus Stakeholders Timeline: December 2018-June 2019		Campus Administrations Campus TST Librarian	Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus program activities and successes. Formative: Checklist of website indicating current Summative: report at end of year for monthly checklist results				
							

Goal 4: 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)

Performance Objective 2: Resaca Elementary will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Resaca Elementary will provide information to parents and community on the District of Innovation Plan through parent meetings, newsletters and website. Population: All Parents Timeline: Aug. 2018 - June 2019		Campus Administration	Formative: Flyers, Sign-in Sheets, Website and newsletter Summative: passing of DOI by board and approval of revised district calendar				

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals including ISS and OSS placement will decrease by 5%.

Evaluation Data Source(s) 1: PEIMS discipline report data, Review 360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) Provide training for administrators and new teachers to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; and to assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. "School Wide Discipline Plan" Population: Administrators, New Teachers Timeline: Aug. 2018 - Sept. 2019</p>		Counselor, Principal	<p>Formative: Agenda, Sign-in Sheets 6 weeks Referral Report.</p> <p>Summative: Decreased student suspensions and/or removals</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 4</p> <p>1) 1) The percentage of students in Special Education receiving OSS will decrease 5% by having the counselor speak to the students with discipline issues, assigning lunch and/or in school suspension and continuously monitoring the students behavior intervention plan. Population: PK - 5th SE Students Timeline: Aug. 2018 - May 2019</p>	2.6	Principal Counselor Dean of Instruction Data Entry Clerk	<p>Formative: Counselor student conference log, Student Behavior Plans,</p> <p>Summative: eSchools OSS Report</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							


Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.


Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will develop and maintain an Emergency Operations Plan that is to include Lock Down drills, Reverse evacuation, Drop & Cover, and Evacuation. Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff Timeline: Aug. 2018 - May 2019 Every Six Weeks		Dean of Instruction, Counselor, and Principal	Formative: Drills Summative: Schedule of Emergency Operations Drills				
2) Campus will use an identification security system to ensure safety for Faculty, Staff, and Students. Population: All students - TI MI LEP SE AR GT DYS, Faculty and Staff Timeline: Aug. 2018 - May 2019 Every Six Weeks		Dean of Instruction, Counselor, and Principal	Formative: Security system identification cards Summative: Security System audit; report of security-related incidents				
3) We will conduct Six-Weeks Lock Downs and Monthly Fire Drills. Population: All students and Faculty and Staff members Population: Administration, Teachers, All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018 - May 2019 Every Six Weeks							




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities from 2017-2018 to 2018-2019.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Share a Parental Involvement Policy to make parents aware of the importance of being involved to increase parental participation. Population: Parents Timeline: Sept 2018-Dec. 2019</p>	3.1	Principal Counselor Parent Liaison	<p>Formative: District and Campus Parental Involvement Policy Summative: Composite of End of Year survey Title I A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>2) Resaca Elementary will disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents Timeline: Sept. 2018</p>	3.2	Principal, Parent Liaison	<p>Formative: documentation of dissemination Parent Compacts Summative: actual number of Parent Compacts; Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>3) Resaca Elementary will conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Population: Parents Timeline: August 2018- Sept 2019</p>	3.2	Principal, Parent Liaison	<p>Formative: Agenda, Sign-in Sheets, Minutes Summative: Title I - A Parental Involvement Compliance Checklist</p>				

<p>Critical Success Factors CSF 5</p> <p>4) Resaca Elementary will conduct an annual Title I parent survey to evaluate the effectiveness of the Campus Parental Involvement efforts. Population: Parents Timeline: April 2019 - May 2019</p>	3.2	Principal, Parent Liaison	<p>Formative: Surveys</p> <p>Summative: Survey Results; Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Resaca Elementary will promote Community and Parent Involvement representation in the decision-making process and participation will be ensured in the following: Parental Involvement Policy; School-parent-Student Compact, & Campus Improvement Plan Population: Parents Timeline: Monthly Aug. 2018 - May 2019</p>	3.2	Parent Liaison, Principal, SBDM Committee, Dean of Instruction	<p>Formative: Agendas; Sign-in Sheets; Minutes</p> <p>Summative: CIP, Title I - A Parental Involvement Compliance Checklist</p>				
<p>Critical Success Factors CSF 5</p> <p>6) Resaca Elementary will conduct a "Parent Orientation" meeting, to inform parents and community members of daily standard operation procedures and District Policy in regards to the following: Student Code of Conduct, Student-Parent-School Compact, Parental Involvement Policy, Emergency Operation Procedures, & Volunteer Guidelines and Opportunities. Population: Parents and Community Timeline: August 2018 - May 2019 CNA pg 10</p>	3.2	Principal, Parental Involvement Staff, Parent Liaison, Campus Administrators	<p>Formative: Fliers, Agenda, Sign-in Sheets, Minutes</p> <p>Summative: increased parental involvement; Discipline referrals; Attendance rate; and STAAR Results</p>				Funding Sources: 211 Title I-A - 250.00
<p>Critical Success Factors CSF 5</p> <p>7) In an effort to have increased communication with parents School messenger and flyers will be used to inform and encourage parents to participate in Parent volunteer Meeting, and upcoming events. Population: Parents Timeline: Monthly Aug. 2017 - June 2018</p>	3.2	Principal	<p>Formative: Sign-in sheet, schedule</p> <p>Summative: Parent Survey</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Grade level meetings are held on a weekly basis to keep teachers informed of district initiatives, analyze/review student assessment data (AWARE), plan/develop action plans that will target individual student weaknesses on core subject TEKS/assessment objectives.</p> <p>Population: PreK-5th grade teachers, SE Teachers and support staff</p> <p>Timeline: Weekly Aug. 2018 to June 2019</p>	2.5	Dean of Instruction, Assistant Principal and Principal	<p>Formative: RTI and classroom observations</p> <p>Summative: Report Card EOY averages, STAAR, Aprenda/SAT 10, TELPAS,</p>				
<p>2) Bilingual teachers are required to attend 6 hours of on-going training training focused on improving instruction for ELL students.</p> <p>Population: PK - 5th grade Bilingual Teachers</p> <p>Timeline: June 2018 - May 2019</p>	2.6	Dean of Instruction, Principal, LPAC Chair	<p>Formative: Classroom walkthroughs</p> <p>Summative: Professional Development Transcript or Certificates</p>				
<p>3) GT teachers are required to attend 6 hours of on-going training and are encouraged to attend 18 total hours of on-going training including the TPSP.</p> <p>Population: Kinder Teachers, and 1st - 5th grade GT Teachers</p> <p>Timeline: June 2018 - May 2019</p>		Dean of Instruction Principal	<p>Formative: GT Projects</p> <p>Summative: Professional Development Transcript</p>				

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Substitutes will be needed in order to provide teachers with a full day of professional development every six weeks. Teachers will be provided with professional development geared to improve ELA instruction and provided specifications, format, item analysis and categories of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.</p> <p>Population: PK - 5th Grade Teachers</p> <p>Timeline: Every Six Weeks 1st through 5th Six Weeks 2017-2018 CNA pg 9</p>	2.4	Dean of Instruction, Principal	Formative: sign-in sheets, agendas, lesson plans, classroom observations Summative: STAAR results				
Funding Sources: 211 Title I-A - 9399.00, 162 State Compensatory - 2700.00							
<p>5) Teachers will be trained by the TST and/or administration in eschool online grading, Compass, and Mechanic basic skills and on the use of a SmartBoard using elmos and projectors. Instruction to teachers and students will be provided as needed on computer programs and software that can affect and improve classroom instruction.</p> <p>Population: Pre-K - 5th grade, Dyslexia, Fine Arts and Special Ed. Teachers</p> <p>Timeline: August - September 2018</p>		TST Teacher Specialist, Dean of Instruction and Principal	Formative: Progress Reports Summative: Report Cards				
<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 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Resaca Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will participate in developing computer-based multimedia projects for Science Fair so that projects help increase students level of competency with technology. Population: All students TI SE MI LEP AR DYS GT Timeline: Sept. - Nov. 2018		Teachers	Formative: project data, student participation, project grades Summative: completed projects,				
2) Laptops, iPads, Projectors and Documents cameras will be purchased to support and facilitate the classroom instruction and increase student exposure to technology. Population: All students TI SE MI LEP AR DYS GT Timeline: Aug. 2018 - May 2019 CNA pg 9	2.5	Dean of Instruction Principal	Formative: Lesson Plans Summative: Report Cards, STAAR Scores, EOY TPRI/Tejas Lee Scores				
Funding Sources: 211 Title I-A - 4150.00							
3) Desktop Computers, software licenses and Headphones, will be purchased to replace non-working computers and old headphones. Computers will be used by students to access reading materials, conduct research, test on the Accelerated Reader programs and work on math/reading online software programs. Population: All students TI SE MI LEP AR DYS GT Timeline: Aug. 2018-May 2019		Librarian Dean of Instruction Principal	Formative: Purchase Orders, Fixed asset inventory report Summative: STAAR, Tejas Lee/TPRI and TELPAS Scores				

<p>4) Students will access technology support materials through online programs: Accelerated Reader and curriculum guidelines, fulfilling student technology access and improving academics. Population: All students TI SE MI LEP AR DYS GT Timeline: Aug. 2018 - June 2019 Weekly</p>	2.5	Teachers Dean of Instruction Librarian	Formative: software test/unit scores Summative: STAAR/ TELPAS/ TPRI scores				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Resaca Elementary will implement campus attendance goals that address procedures, roles, and responsibilities and a formal written plan for monitoring. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018-June 2019 Daily		Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: daily student attendance percentage Summative: end of six-weeks & end-of-the-year attendance report				
2) The Home Visitor will conduct telephone calls/home visits for students who are absent on a daily basis. Population: All Students TI MI LEP SE AR GT DYS Timeline: August 2018 - May 2019 Daily		Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: communication log Summative: improved yearly attendance				
3) We will have 100% student attendance during STAAR testing days. Population: All Students TI MI LEP SE AR GT DYS Timeline: April - May 2019		Principal, PEIMS Administrator, Data Entry Clerk, and Parent Liaison	Formative: student attendance Summative: STAAR assessment				
4) The school messenger system will be set up on a daily basis to call those parents whose children are absent. Parent conferences will be conducted for students with 3 or more unexcused absences. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018 - June 2019 Daily		Parent Liaison, Principal,	Formative: Phone Master system logs Parent Conferences Summative: Attendance Rate				
5) Parent Liaison will keep monthly logs of students and parents notified of excessive absences. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018 - June 2019 Monthly		Principal, PEIMS Administrator, Data Entry Clerk, Parent Liaison, and Dean of Instruction	Formative: parent communication logs Summative: monthly communication logs; improved student attendance				

<p>6) The percent of students receiving perfect attendance will increase by having students who receive perfect attendance per six weeks attend a Social Scholar event. In the social scholar students will create bracelets, play dance Wii games, outdoor games, and have their face painted. Population: All Students TI MI LEP SE AR GT DYS Timeline: Aug. 2018 - June 2019 Every Six Weeks</p>		<p>Counselor, Dean of Instruction, Principal, PEIMS Data Entry Clerk</p>	<p>Formative: schoolsPlus attendance reports Summative: Attendance Rate</p>				
<p>7) The Parent liaison will conduct home visits to ensure At-Risk student population is attending school and thus ensuring the process for identification of homeless student is followed. Population: Pre-K to 5th grade At-Risk students Timeline: Daily, Aug. 2018 to June 2019 CNA pg 4</p>		<p>Data Entry Clerk, Parent Liaison, Dean of Instruction, and Principal</p>	<p>Formative: Parent Liaison logs Summative: Attendance Rate</p>				
<p>Funding Sources: 211 Title I-A - 100.00</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 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)


Performance Objective 2: The campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) To Increase the percentage of 3rd through 5th grade At-Risk students scoring Meets or Masters on STAAR after school and Saturday tutorials will be provided to 1st thru 4th grade students and SSI after school and Saturday tutorials for Reading and Math will be provided to 5th grade students. Population: 1st - 5th grade At-Risk Students Timeline: Weekly, Sept. 2018 - May 2019 CNA pg 9</p>	2.6	Dean of Instruction, Principal, and Teachers Administrator for State Compensatory Education	<p>Formative: Tutorial lesson plans, Benchmark results, student progress reports, classroom observations, eschoolPlus Tutorial Schedule, Tutorial Attendance Report</p> <p>Summative: STAAR and Retention Rate</p>				
				Funding Sources: 162 State Compensatory - 17504.00			
<p>2) Instructional materials, resources, and consumables will be purchased to complement STAAR focused Reading, Math, Writing and Science Instruction.</p> <p>Population: 1st - 5th grade students TI, MI, LEP, AR,DYS Timeline: Weekly, August. 2018 - May 2019 CNA pg 9</p>	2.6	Dean of Instruction, Principal	<p>Formative: lesson plans, classroom observations, benchmark results, student progress reports</p> <p>Summative: STAAR</p>				
				Funding Sources: 211 Title I-A - 2000.00			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) To increase the percentage of 3rd through 5th grade students scoring Meets or Masters on the Math, Reading, Writing and Science STAAR, Minimark/Benchmarks will be administered every six weeks to 1st - 5th grade students. Copy paper, materials and supplies will be purchased to make copies of the Minimark/Benchmark assessments. Population: 1st - 5th grade students TI, MI, LEP, AR,DYS Timeline: Every six weeks Sep. 2018 -April 2019 CNA pg 7 and 9</p>	2.6	Dean of Instruction, Principal,	Formative: Minimark/Benchmark Reports - Tango Trends Summative: STAAR Scores				
<p>Funding Sources: 211 Title I-A - 1000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Online Software licenses that are focused on improving students vocabulary, fluency and comprehension will be purchased to Target PK - 5th grade students. Population: PK - 5th grade students TI, MI, LEP, AR,DYS Timeline: Daily, August 2018 - June 2019 CNA pg 9</p>	2.6	Teachers Dean of Instruction, Principal,	Formative: lesson plans, classroom observations, benchmark results, student progress reports Summative: STAAR				
<p>Funding Sources: 211 Title I-A - 7000.00</p>							
<p>5) The Dean of Instruction will provide research-based professional development opportunities to assist campus staff/faculty to ensure improved At-Risk student performance in the core academic areas. Population: PK-5th grade At-Risk students Timeline: Continuously as needed Aug. 2018 to June 2019</p>	2.6	Principal Administrator for State Compensatory Education	Formative: progress monitoring, lesson plans, ERO Session Evaluation, ERO Session Attendance Report, lesson plans, classroom observations, student progress reports, and benchmark scores Summative: STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Dyslexia Teacher will work with 1st - 5th grade dyslexic students in the area of Reading to increase student fluency and comprehension. Population: 1st - 5th grade students - DYS, AR Time Line: Daily August 2018 - June 2019</p>	2.6	Principal Assistant Principal Dean of Instruction Administrator for State Compensatory Education	Formative: Benchmarks, student progress reports, lesson plans, classroom observations Summative: STAAR				

<p>7) In order to increase students' academic performance in Math, Reading, Writing and Science Extended Day Enrichment classes will be offered to all PK - 5th grade students. Certified and classified staff will assist students with homework, provide STEM lessons/activities, and provide enrichment lessons focused on Math, Reading, Writing and Science. Population: PK - 5th grade students Timeline: August 2018 - June 2019 CNA pg 7</p>	Dean of Instruction Principal	Formative: attendance sheets, lesson plans, classroom observations Summative: State Assessment Scores				
	Funding Sources: 162 State Compensatory - 15900.00, 211 Title I-A - 15998.00					
						





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the longterm development through student attendance and success of the whole student.

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: PK - 5th grade all students TI MI LEP SE AR GT DYS Timeline: Daily August 2018- thru June 2019		Physical Education Teacher, Dean of Instruction, Principal	Formative-Classroom Observations, student attendance records Summative-School Health Index,				
2) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Population: 3rd - 5th grade students all students TI MI LEP SE AR GT DYS Timeline: 1x per year August 2018- thru June 2019		Physical Education Teacher Dean of Instruction, and Principal Physical Education Curriculum Specialist	Formative-Updated District Policy, Classroom Observations Summative-TEA required report for Fitness Assessment Results & Student Follow-up				
3) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing. Population: All Students TI MI LEP SE AR GT DYS Timeline: Weekly Aug. 2018 - June 2019	2.5	Physical Education Teacher, Dean of Instruction, Principal	Formative: Lesson plans, classroom observations, Frameworks Summative: STAAR Scores				

<p>4) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007. Population: All students TI MI LEP SE AR GT DYS, All teachers and Parents Timeline: Every six weeks August 2018 - June 2019</p>		<p>Cafeteria Manager, Physical Education Teacher, Parent Liaison, and Dean of Instruction, Campus Catch Team Members</p>	<p>Formative-Campus Visitation Observation, Updated District Policy Summative- Campus Improvement Plan</p>				
<p>5) Nurse general supplies will be purchased and a budget for the media center will be assigner to make copies of essential forms that ensure medical needs are addressed.</p>		<p>Secretary Principal</p>	<p>Nurse time and effort reports</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>							

State Compensatory

Personnel for Resaca Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Blanca Martinez	PK 4 Teacher	State Compensatory	.50
Gladys Suarez	Dyslexia Teacher	State Compensatory	.50
Griselda Diaz	Dean of Instruction	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) at the end of the school 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 student groups passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Master Performance Level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Attendance Rate 98.5%, 90% of Kinder - 2nd grade students will perform at "Developed" level on the TPRI/Tejas Lee Reading Readiness test; decrease the incidents of bullying; and include vertical and horizontal planning in order to increase the instructional communication between staff members.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All SBDM committee members will be included in decisions regarding the use and selection of academic assessments to measure student performance. The SBDM committee will meet once every six weeks to review, revise and update plan.

2.2: Regular monitoring and revision

SBDM committee members will use data obtained from state assessments as well as other instruments, including but not limited to the LAS, TELPAS, and benchmark/six wks assessments, 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.

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

Parents and community members will be able to access a PDF file of the most current Campus Improvement Plan on the campus website. Campus has staff available to translate the Campus Improvement Plan for parents. The district has plans to purchase a software that will translate the Campus Improvement Plan.

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All administration and teachers will closely

monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial programs and/or enrichment courses based on his/her individual needs.

2.5: Increased learning time and well-rounded education

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.

The following extra-curricular and afterschool activities will be offered to students:

- After school Extended Day Enrichment classes
- At-Risk Tutorial
- SSI Tutorial
- Chess
- Destination Imagination
- Science Fair
- U.I.L
- Running Club
- Choir Club
- Club Code
- Accelerated Reader Points Club

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

Resaca Elementary will employ the following activities to address the needs of all students to include At-Risk, ELL, Dyslexia, Sped. Ed. students:

- SSI Tutorial
- At-Risk Tutorial
- Afterschool Extended Day Enrichment Classes
- Literacy Online Software programs
- RTI - Tier I, II and III instruction - Research based interventions
- Benchmark Education

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Resaca Elementary will conduct a "Parent Orientation" meeting, to inform parents and community members of daily standard operation procedures and District Policy in regards to the following: Student Code of Conduct, Student-Parent-School Compact, Parental Involvement Policy, Emergency Operation Procedures, & Volunteer Guidelines and Opportunities. Resaca Elementary will communicate with parents via flyers, campus website, phone messenger,

parent meetings the information of the parental involvement program and policy.

3.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. 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.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dynalee Medellin	Title I-A PK Teacher Aide	Title I	1
Israel Garcia	3yr Old PK Program Aide	Title I	1
Magda Soyka	Nurse	Title I	.40
Patricia Rios	3yr Old PK Program Teacher	Title I	1
Yessica Morales De Leal	Parent Liaison	Title I	1

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Griselda Diaz	Dean of Instruction
Administrator	Lucy Hernandez	Principal
Non-classroom Professional	Iza Nieto	Counselor
Office Staff	Georgina Torres	Office Secretary
Classroom Teacher	Patricia Rios	PK 3 Teacher
Classroom Teacher	Blanca Martinez	PK 4 Teacher
Classroom Teacher	Michelle Hinojosa	1st Grade Teacher
Classroom Teacher	Brenda Saenz	2nd Grade Teacher
Classroom Teacher	Julietta Flores	3rd Grade Teacher
Classroom Teacher	Patricia Ledezma	4th Grade Teacher
Classroom Teacher	Rebecca Dahan	5th Grade Teacher
Classroom Teacher	Michael Padron	5th Grade Teacher
Classroom Teacher	Michele Guerrero	SE Teacher
Classroom Teacher	Horacio Martinez	PE Teacher
Classroom Teacher	Joanna Breazeale	Music Teacher
Business Representative	Yolanda Barrientes	Business Owner
Parent	Bertha De La Garza	Parent
Community Representative	Carolina Campos	Care Partner
District-level Professional	Dahlia Castro	Curriculum Specialist
Paraprofessional	Nereida Rodriguez	PK Paraprofessional
Parent	Jessica Gonzalez	Parent
Business Representative	Baldomero Diaz	Business Representative
Community Representative	Cinthia Rocha	Community Representative

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	COPY PAPER	199-11-6396-00-109-Y-11-000-Y	\$700.00
1	1	7	Bus	199-11-6412-00-109-Y11-0-00-Y	\$2,500.00
1	1	10	Instructional Materials and Resources	199-11-6399-00-109-Y-11-000-Y	\$891.00
1	1	11	Ribbons, Trophies, Certificates,	199-11-6398-00-109-Y-11-000-Y	\$2,700.00
1	2	1	Snacks	199-13-6499-53-109-Y-99-000-Y	\$100.00
Sub-Total					\$6,891.00
Budgeted Fund Source Amount					\$6,791.00
+/- Difference					\$-100.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4	SUBSTITUTES	162-11-6112-18-109-Y30-000-Y	\$2,700.00
9	2	1	SSI EXTRA DUTY PAY	162-11-6118-00-109-Y-24-SSI-Y	\$6,034.00
9	2	1	AR TUTORIAL EXTRA DUTY PAY	162-11-6118-00-109-Y 30-000-Y	\$11,470.00
9	2	7	EDEP EXTRA DUTY	162-11-6118-00-109-Y-30-ASP-Y	\$15,900.00
Sub-Total					\$36,104.00
Budgeted Fund Source Amount					\$36,104.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Substitutes	163-11-6112-00-109-Y-25-000-Y	\$1,500.00
1	1	9	Stipends	163-13-6112-00-109-Y-25-000-Y	\$900.00
1	2	1	Professional Development- Substitutes	63-11-6399-00-109-Y-25-000-Y	\$1,809.00
Sub-Total					\$4,209.00
Budgeted Fund Source Amount					\$4,209.00

					+/- Difference	\$0
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
6	1	6	snacks for parental involvement meetings	211-61-6499-53-109-Y30-0F2-Y		\$250.00
7	1	4	SUBSTITUTES	211-11-6112-00-109-Y-30-0F2-Y		\$9,399.00
8	1	2	PRINTER, PROJECTOR, DOCUMENT CAMERAS, TV	211-11-6649-109-Y-30-0F2-Y		\$4,150.00
9	1	7	GAS	211-61-6411-00-109-Y30-0F2-Y		\$100.00
9	2	2	Instructional - General Supplies	211-11-6399-00-109-Y-30-0F2-Y		\$2,000.00
9	2	3	COPY PAPER	211-11-6396-00-109-Y-30-0F2-Y		\$1,000.00
9	2	4	Software License	211-11-6395-109-Y-30-0F2-Y		\$7,000.00
9	2	7		211-11-6118-00-109-Y-24-ASP-Y		\$15,998.00
					Sub-Total	\$39,897.00
					Budgeted Fund Source Amount	\$39,897.00
					+/- Difference	\$0
263 Title III-A Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	8	Instructional - General Supplies	263-11-6399-00-109-Y-25-000-Y		\$4,209.00
					Sub-Total	\$4,209.00
					Budgeted Fund Source Amount	\$4,209.00
					+/- Difference	\$0
					Grand Total	\$91,310.00