

# Brownsville Independent School District

## Benavides Elementary

### 2019-2020 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



# Mission Statement

**A. X. Benavides Elementary School strives to maintain a learning environment, which supports challenging experiences, enabling students to become creative, innovative, and independent thinkers.**

**We believe that our students, parents, community, and staff are empowered by accelerated instruction to achieve academic excellence. Accelerated instructional strategies will increase technological knowledge, cultural awareness, social growth, and individuals who can compete in a global, multicultural society.**

## Vision

**All students will become quality leaders for tomorrow.**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Benavides Elementary School is located in Brownsville, Texas. Benavides Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1999. The main campus was originally comprised of 41 classrooms, a cafeteria, library, and gymnasium.

The student population at Benavides Elementary School is approximately 807 and serves students in grades PK3 through 5th including a PPCD, a Lower Grade Life Skills Unit and an Upper Grade Life Skills Unit. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic, 54.8% are identified as At-Risk and 90.7 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 43.2% are classified as Limited English Proficient and a majority is English/Spanish bilingual. 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.

The students of Benavides Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Dyslexia Lab, PPCD, Life Skills, Library, Music, Art, Computer Lab, Migrant, Bilingual Education, Resource Classrooms, Special Education Inclusion, Speech, Physical Education, Guidance and Counseling and CATCH. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Benavides Elementary School is comprised of 44 teachers, 4 campus administrators, 2 counselors, 8 professional support personnel, 8 non-classroom staff, and 14 educational aides. The ethnicity of the Benavides Elementary School staff is diverse with 85.4% Hispanic, 14.6 % Caucasian, and 0 % African American. The teaching staff is also 4.9% male and 95.1% female.

Benavides Elementary School's most recent campus initiatives include the following:

1. Extended Day
2. Saturday Academies
3. Coding Club
4. Student Of the Week
5. CATCH Team
6. Destination Imagination
7. Chess
8. Spring Musical
9. Cheerleaders

10. Choir

11. Student Council

Benavides Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as University Interscholastic League with the school taking first place in their division for the past 10 years, Chess Team with members competing at district, state and national levels, Cheerleading, Ballroom Dancing, Choir, Honors Choir, Art, Destination Imagination, School Musical, Science Fair, Buddy Fun Meet, Coding, Running Club and Elementary National Honor Society. The campus participates in annual campus, community and District activities such as: Christmas Parade, Career Day, Fire Prevention, Science Fair, UIL, Brainsville, Ballroom Competition, Kids Voting, Jump Rope for Heart, Mile of Hope, Red Ribbon Activities, STAAR and Red Ribbon Rallies, Musicals, Chori Concerts. As well as philanthropic activities such as, but not limited to, Ronald McDonald House Pull Tab Collection, Brownsville Animal Shelter Donations, CPS and Good Neighbor Settlement House Donations.

School Namesake: Mr. A. X. Benavides, Long time Brownsville Educator

School Colors: Navy Blue, Red and Khaki

School Mascot: Ocelots (an endangered species)

School Song: Benavides Ocelots

# Demographics

## Demographics Summary

Benavides Elementary analyses demographic data on a daily and weekly basis. Daily attendance rate is a priority and there is a system in place to monitor those students who are absent. The Attendance Rate was 97.2% for all students and 96.9 % for at-risk students. Teachers have a form that is posted for the parent liaison who will call parents to inquire about the absent student. When parents do not have a phone or fail to answer the phone a home visit is done as a follow up to ensure parent contact. Teachers and staff work with parents to help resolve the issue of frequent absences or tardies. Student incentives are given for perfect attendance, prizes and ribbons are awarded at the end of each six weeks. Semester recognition is given to those students with perfect attendance. End of the Year trophies are given to students who achieved perfect attendance for the entire school year. At-Risk students are monitored throughout the school year by administrators, counselors, and teachers in order to ensure success. Students who struggle are placed on an RTI. A Dyslexia lab serves all identified students. Funds are used for tutorials as well as supplies in order to meet the needs of our risk students The retention rate was 5.2% for all students and 5% for at risk students.

## Demographics Strengths

Reduced retention rate.

Strengths:

Successful at-risk tutorial attendance.

Use of state comp funding to use with at risk students to close educational gaps.

Needs:

Increase and maintain attendance.

1. In an effort to increase attendance rates, Perfect Attendance and Academic prizes and ribbons will be awarded every six weeks.
2. At Risk students will be offered tutorials afterschool/Saturday academies in order to meet their needs.
3. Dyslexia teacher will purchase material to meet the needs of identified students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increase attendance by 2% **Root Cause:** Incentives for perfect attendance



# Student Academic Achievement

## Student Academic Achievement Summary

Benavides Elementary reviews data acquired from various student assessments using Tango Software/Eduphoria. Weekly test, unit test and six weeks assessments are given in order to monitor students. BOY, MOY and EOY TPRI/TEJAS LEE, CLI Engage assessments early reading skills and fluency. Tests are utilized to monitor student progress throughout the year. Progress Monitoring is done for all TIER 2 students. After the data is analyzed, tutorials, as well as small group instruction is implemented. Data drives our instruction and planning. Assessment results, progress reports, six weeks grades and benchmarks are all data analyzed by teachers, counselors and administrators. Students needing additional support will be placed on an RTI. Accelerated Reader reports are analyzed by teacher, administrator and librarian to ensure students are reading and achieving their goals. Our data shows an increase in scores but there is a need to increase writing and science scores as well as advanced level performance.

## STAAR Summary

### Reading:

#### All Students At Risk:

3rd Grade 82% 3rd Grade 72%

4th Grade 86% 4th Grade 75%

5th Grade 95% 5th Grade %

### Writing:

All Students: 80% At Risk: 66%

**Math:**

**All Students At Risk:**

3rd Grade 87% 3rd Grade: 80%

4th Grade 89% 4th Grade: 80%

5th Grade 100% 5th Grade: %

**Science:**

**All Students: 84% At Risk: 66 %**

**MATHEMATICS**

3rd Grade			4th Grade			5th Grade					
2017	2018	2019	2017	2018	2019	2017	2018	2019			
<b>Approaches:</b>	89%	86%	87%	<b>Approaches:</b>	84%	87%	89%	<b>Approaches:</b>	97%	100%	100%
<b>Masters:</b>	37%	18%	27%	<b>Masters:</b>	24%	24%	28%	<b>Masters:</b>	39%	67%	57%

**READING**

3rd Grade			4th Grade			5th Grade					
2017	2018	2019	2017	2018	2019	2017	2018	2019			
<b>Approaches:</b>	81%	81%	82%	<b>Approaches:</b>	80%	89%	86%	<b>Approaches:</b>	91%	95%	95%
<b>Masters:</b>	28%	14%	25%	<b>Masters:</b>	25%	20%	19%	<b>Masters:</b>	26%	36%	31%

**WRITING**

	2017	2018	2019
<b>Approaches:</b>	84%	79%	80%
<b>Masters:</b>	15%	14%	18%

**SCIENCE**

	2016	2017	2018
<b>Approaches:</b>	79%	89%	84%
<b>Masters:</b>	19%	20%	29%

**Student Academic Achievement Strengths**

**Needs:**

Increase Writing, Science scores.

Increase fluency rates.

Continue Vertical Alignment

Data Analysis and Horizontal Planning

Increase the number of bilingual students exiting Bilingual program by improving on Listening and Speaking portion of TELPAS.

1. Provide teachers with additional supplemental instructional resources and supplies to increase student achievement.
2. According to our AMOS 2 scores, LEP students will be provided with additional language arts activities and tutorials in order to improve their reading, writing and grammar skills and achieve Masters Level Performance on the STAAR tests.
4. Reduce retention in 3rd and 4th grade by providing tutorials and buying additional resources.
5. Provide substitutes for teachers in order to attend prof. dev., plan, vertical alignments and/or LPAC.
6. Disaggregate data by grade level and by content during data planning sessions with teachers.
7. General Instructional supplies/clothing will be purchased for Migrant students.

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

**Problem Statement 1:** Fluency rates in kinder need to increase. **Root Cause:** Ensure daily practice through activities in the classroom.

**Problem Statement 2:** Need to continue Vertical Alignment. **Root Cause:** Curriculum gaps in math and reading.

# School Processes & Programs

## School Processes & Programs Summary

Benavides Elementary has a low teacher turn over. When a staff member is needed, a committee of staff members and administrators interview using a set of questions in order to select a highly qualified employee. After the employee begins, a needs assessment of staff development is considered in order to provide adequate training for the new employee or new teacher to the grade level. Dean of Instruction and the lead teacher ensure the new teacher/paraprofessional receives pertinent trainings. Planning with grade level and mentoring support is given throughout the year. This year Benavides increased by adding 1 Prek 3 full day teacher.

Benavides Elementary follows the Districts scope and sequence to align and follow the Texas Essential Knowledge and Skills (TEKS). Supplemental material is added in order to enhance the lessons. Fluency, Rigor and endurance are a focus on a daily basis in order to meet the state standards on the state assessments. This year the focus is on the Depth Of Knowledge (DOK) of weekly assessments of the new reading adoption in order to meet the high standards set by the state. Novels are used in reading in order to increase reading comprehension and stamina. Weekly assessments are turned in along with lesson plans in order to be reviewed by administration. Benavides continues with the sustainability plan of the Texas State Literacy Plan to reach our literacy goals. Language Enrichment, Reading Readiness and Esperanza are being implemented by all Kinder- Third Grade teachers. Extended Day Enrichment Program teachers are reinforcing the TEKS in their afternoon classes. Kinder through Fifth grade teachers are required to do a Target Math program.

Benavides Elementary follows district guidelines in order to comply with district policy. All schedules, school structure, duty rosters, physical environment and program support services are reviewed annually or as necessary by campus administration. Language Arts and Math are given attention through Tier instruction in order to do RTI to those in Tier II. Teachers play an active role in assessments through campus and district benchmarks. Custodians have good communication with administration in order to maintain a clean, safe and organized campus. All needs are addressed as needed.

Benavides Elementary Administration and TST studied the Technology plan for the campus. After studying the STAR CHART, Fixed Assets Reports, and Usage of Software instructional programs, adjustments were made to the plan. The goal is to have 1:1 device for every student. Teachers use projectors on a daily basis along with computers, tablets and printers. Two computer labs are used daily to reinforce skills taught in the classroom. A review of technology professional development opportunities were made as well as teachers attending district trainings. IPODS are used by the teachers in order to test for BOY, MOY & EOY. Bilingual tablets are being purchased in order to reinforce taught skills to improve acquired English language. All second grade students have an ipad and all fifth grade students are assigned a laptop as part of the districts initiative.

## School Processes & Programs Strengths

Low teacher turnout.

High attendance on PD.

RTI Implementation

Increased usage of novels in the library and classroom.

Projectors in all PK-5th grade classrooms. Smart Boards in all PK and Sp Ed classes.

**Needs:**

Monitor writing and science being done in the lower grades.

Counselors need to be kept updated with new training and strategies on Mental Health, Counseling Issues and Trends and Character Education.

Provide PD in areas needed & monitor proper implementation of strategies learned.

Increase 5th grade Science and 4th grade Writing scores.

Increase ESL strategies being used in order to increase TELPAS and AMAOS scores. Increase percent of special ed and at risk students passing STAAR assessments.

Increase accessibility to technology devices to all students and teachers. Increase integration of technology into classroom instruction. Continue purchasing software for students to work and reinforce skills learned in the classroom. Increase the number of teachers attending professional development on different programs to be utilized by teachers/students. Purchase items needed such as ink, printers, etc. to facilitate instruction.

1. Professional Development for Teachers and Administrators in areas of need.
2. Counselors will attend Counseling Conference in order to maintain their qualifications and be informed on new trends and issues like Crisis Management, College and Career, Bullying, etc.
3. PK Teachers and Paraprofessionals will work with students to meet individual needs in a full day program.
4. Kinder – 5<sup>th</sup> Grade teachers will participate in PD for Science and Writing in order to increase scores.
5. Principal and Dean of Instruction will meet with individual teachers to review their assessment results and their action plan.
6. Allow teachers planning time in order to collaborate to create assessments using high levels of DOK.
7. Increase the use of ESL strategies to meet the needs of ELL learners and increase AMOS and TELPAS scores.

8. Purchase supplemental and instructional materials in order to apply learned strategies acquired at various PD sessions.
9. Library will be updated in order to meet district media requirements through the purchase of new books.
10. Run off alphabet mats, reading readiness activities, LE, Reading readiness and Esperanza activities for teachers who are new to the grade level.
11. Software with current TEKS and STAAR material is purchased in order to reinforce skills taught in the classroom to increase student achievement.
12. Computers, charging carts/stations, Ipads, ink, projectors and printers are needed in order to support instruction, data analysis and lesson planning for students, teachers, administrators and office staff.
13. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will also be encouraged to seek professional development outside of contract hours offered by the District's Technology Dept.
14. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased. Teachers will integrate the use of computers in the classroom.
15. Purchase Stem SCOPES program in order to help students increase Science Scores.
16. Site Licence/renewals for software.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Increase TELPAS scores to ensure early exit. **Root Cause:** Low listening and speaking scores.

**Problem Statement 2:** Need for Technology Professional Development. **Root Cause:** Effective integration of Technology Instruction in the classroom.

# Perceptions

## Perceptions Summary

All Benavides Elementary staff work together to maintain a positive and safe school culture/climate. School counselors present to our Benavides students on the importance of good Character in order to support student's good behavior and bully free environment. Our staff and school nurse are vigilant and focused on seeing all safety measures are met. Benavides staff have high expectations and are very competitive. Teachers have used incentives such as lunch bunch, stickers, pencils and student of the week recognition. Students are encouraged to participate in chess, ballroom, cheerleading, choir, Destination Imagination, Science Fair and UIL. All staff practices safety drills in order to know what should be done in case of an emergency. The diverse needs of all students are considered while making educational decisions for the campus. Collegial relationships and effective collaboration between staff and parents is strongly encouraged. Student of the Week are recognized by a weekly visit by Ozzie or Olivia, our school mascots.

Benavides Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The parent liaison works well with district personnel in informing parents of all parental involvement meetings and activities. Monthly meetings are held by various staff members to inform parents of different topics such as curriculum, assessment, safety, nutrition, health and wellness, etc. School messenger is used to inform parents of any important information that is needed to send to all parents. Benavides parents are encouraged to volunteer through the parent liaison. A teacher workroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to the Home Access Center. Benavides parents are invited to their family engagement activities throughout the year.

## Perceptions Strengths

Strengths:

Benavides is a competitive school that sets high expectations of all students.

Staff take pride in our school culture and safety.

Good communication between staff, administration and community.

Counselors and teachers teach the students good behavior and the importance of having good character.

Staff celebrations/recognitions are done at every faculty meeting.

Needs:



Continue to keep school clean and safe for our staff and students with use of nurse and custodial supplies.

Increased the number of Parental Involvement and community partners.

1. Nurse will purchase supplies needed in order to keep students safe.
2. At Parent Meetings discuss SBDM and CIP to inform parents of importance of involvement.
3. Custodial and office supplies need to be purchased in order to continue a clean safe environment afterschool for tutorial students.
4. School/supplemental supplies will be purchased for PFS Migrant students in order to keep up with their academic needs.
5. Instructional Supplies will be purchased for Art and Music programs.
6. Supplies, fees and meals will be purchased for students participating in chess, science fair, UIL and DI.
7. Counselors will purchase supplies in order to implement program to help students succeed.
8. Parent Liaison and counselors work on getting more community partners to assist with campus activities and attend parent meetings.
9. Increase participation of parents in our meetings by presenting topics selected through the parent surveys like Career Day, Nutrition, Home Access Center, Arts Crafts, Community Programs, Parent Volunteer, etc.
10. Increase parental involvement by providing snacks at meetings and sending call reminders using School Messenger.
11. Supplies and Material will be purchased for parental involvement volunteer usage.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Increase parental involvement. **Root Cause:** Low participation at parent meetings.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: May 28, 2019

**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:** Benavides Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR Meets Grade Level and STAAR Masters Grade Level performance in reading, writing and mathematics by 3 percentage points.

**Evaluation Data Source(s) 1:** STAAR Reports

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) PreK-3 through fifth grade teachers will read aloud to students on a daily basis to improve listening comprehension skills. Novels will be purchased for classroom use in order to increase rigor and endurance.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Daily August 2019-May 2020</p>	2.4, 2.6	Teachers Dean	<p>Formative Evaluation: Teacher Schedules Teacher Observation AR Testing Report Cards</p> <p>Summative Evaluation: STAAR Walk-throughs TTESS Evaluation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Pk3 through fifth grade and special education students will attend fixed scheduled library classes weekly, accessing current print and non-print materials to improve reading, research, and technology skills.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Weekly August 2019-May 2020</p>	2.5	Librarian	<p>Formative Evaluation: Walkthroughs; Student work Library Lesson plans Circulation Log AR Participation Reading Report Card Grades</p> <p>Summative Evaluation: STAAR TELPAS TPRI/Tejas Lee</p>				
<p>3) Kinder through fifth grade students will participate in the Accelerated Reader Program to improve reading skills and increase reading motivation.</p> <p>Population: TI, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: August 2019-May 2020</p>	2.4	Teachers Librarian	<p>Formative Evaluation: Benchmark/Unit Tests Progress Monitoring Walkthroughs</p> <p>Summative Evaluation: STAAR TELPAS TPRI/Tejas Lee NRT</p>				
<p>4) Core subject areas instructional materials will be purchased and/or copied to supplement instruction in order to assist students to meet content performance expectations and DOK levels.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, Bil, All Students</p> <p>SA1</p> <p>Timeline: August 2019-December 2020</p>	2.4	Principal Dean of Instruction	<p>Form Evaluation: Teacher Observation Lesson plans</p> <p>Summ Evaluation: NRT; TPRI/Tejas Lee, TELPAS and STAAR</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 47434.00, 199 Local funds - 2500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Library supplies, books/novels and magazine subscriptions will be purchased to expand reading materials in order to improve reading skills and expose students to a wider range of print and genres.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>SA1</p> <p>Timeline: September- November 2019</p>	2.4, 2.5	Principal Librarian Dean of Instruction	<p>Formative Evaluation: Student Surveys Circulation Log AR Reports</p> <p>Summative Evaluation: NRT; TPRI/Tejas Lee, and STAAR; AR Report</p>				
<p><b>Funding Sources:</b> 199 Local funds - 2500.00, 211 Title I-A - 5000.00</p>							
<p>6) Conduct grade level meetings to review ratings, TELPAS writing samples in Kinder -4th Grade to ensure proper use of rubric. Teachers will also view TELPAS rating videos to review procedures including the dyslexia and special ed teachers to rate their students.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Bilingual Students</p> <p>Timeline: January 2020</p>		Dean Principal	<p>Formative Evaluation: Sign In Sheets</p> <p>Summative Evaluation: TELPAS Scores</p>				
<p>7) Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: 3rd-5th Grade Migrant Students</p> <p>Timeline: October 2019 Through May 2020</p>		Principal Counselors Teacher DMC MSC	<p>Formative Evaluation: STAAR Remediation, Enrollment Lists, NGS STAAR Report, Benchmark Results</p> <p>Summative: Current State Assessment Test Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Fifth grade Students will use lab activities, District Curriculum, Stemscores, Discovery Trunks and Edusmart Programs to master Science goals and objectives.  Population: All Students, T1, TIM, ELL, AR, Dys  Timeline: August 2019 - May 2020		Dean Teachers	Formative Evaluation: Teacher Observation; Student Work; Print-out scores & oral responses, Lab Schedule, Walkthroughs  Summative Evaluation: STAAR Scores				
9) Supplies and instructional materials will be purchased for our Life Skills and PPCD Units in order to enhance and reinforce skills needed.  Population: Sp Ed Teachers, Sp Ed students  Timeline: August 2019 - May 2020  SA1		Sp Ed Teachers Principal	Formative Evaluation: Lesson Plans Summative Evaluation: Progress Reports				
<b>Funding Sources:</b> 166 State Special Ed. - 416.00							
10) Instructional supplies will be purchased for Bilingual Classes in order to supplant instruction to reach success in all academic areas as well as to prepare them for TELPAS assessments. Professional Dev and supplies will be given to teachers in an effort to increase TELPAS scores.  Population: Bil, ELL  Timeline: August 2019- May 2020  SA1		Principal Dean	Formative Evaluation: Lesson Plans, Schedules Summative Evaluations: TELPAS Scores				
<b>Funding Sources:</b> 163 State Bilingual - 2600.00, 263 Title III-A Bilingual - 5684.00							
11) TLI sustainability plan will be maintained through the use of lesson plans. Vocabulary, Fluency, Explicit Instruction, Cognitive Routines and Assessments. BOY, MOY, EOY will be used along with fluency checks to monitor instruction.  Population: All Students  Timeline: August 2019- May 2020	2.4	Principal Dean of Instruction Teachers	Formative Evaluation: Lesson Plans, Walk throughs  Summative Evaluations: Report Cards, BOY, MOY EOY reports, STAAR Scores				




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>12) Benavides teachers, Dean and administration will follow the Plan of Action for ELARs and Reading for 2019-2020.</p> <p>Students will reply to journal prompts in all content areas twice a week.  Novel reading will be expected in 1st - 5th grades .  1st - 5th grade students will be required to read one novel bimonthly and complete an instructional activity.  Benavides will follow an updated 90 day STAAR plan using</p>		Principal Dean of Instruction	<p>Formative Evaluations: Lesson Plans, Walk Throughs, Evaluations</p> <p>Summative Evaluations: Report Cards</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 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:** Benavides early childhood performance will increase by 5 percentage points over end-of-year 2019 results

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Kinder-3rd grade teachers will implement the Language Enrichment and Esperanza Programs (K-3rd) to prepare students in LA TEKS and reach reading goals.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: August 2019-May 2020</p>		Teachers Dean of Instruction	<p>Formative Evaluation: Walkthroughs Lesson plans Daily schedules Fluency Logs</p> <p>Summative Evaluation: STAAR; TELPAS; TPRI/Tejas Lee; NRT; Report Cards Grades</p>				
<p>2) Transition students from Head Starts PK four-year-old program to the districts kindergarten program to ensure students successful start in the public school system.</p> <p>Population: All Headstart Students</p> <p>Timeline: May 2020</p>		Principal Head Start Teachers	<p>Formative: CIRCLE Phonological Awareness, Language, and Literacy System (C- PALLS) , Visit Log</p> <p>Summative: EOY Reports</p>				
<p>3) The PreK program will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: AR, T1, MI, LEP</p> <p>Timeline: Daily, August 2019-May 2020</p> <p>SPP3</p>		Principal	<p>Formative: CPALLS (BOY &amp; MOY), student progress reports, lesson plans, classroom observations</p> <p>Summative: CPALLS (EOY)</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 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) Students in first through fifth grade (including special education students) will be assessed every week, every six weeks with a diagnostic test with a benchmark/Unit test. In order to asses DOK to monitor progress. Fluency passages will be provided to every student in order to practice fluency daily. Teachers will analyze data.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline:End of Every Six Weeks                      Sept. 20                      Nov. 1                      Dec. 20                      Feb. 14                      April 3                      May 27</p>		<p>Teachers                      Dean Of Instruction                      Principal</p>	<p>Formative Evaluation:                      Benchmark/Unit Tests                      Report Card Grades</p> <p>Summative Evaluation:                      STAAR                      TELPAS                      TPRI/Tejas Lee                      NRT</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>2) PK-5th grade students will use Imagine math and/or IStation, Stemsscopes computer software to support reading, math, writing, and science skills taught in the classroom.</p> <p>Population: T1, TIM, ELL, AR, DYS, All Students</p> <p>Timeline: September 2019 - May 2019</p>		Teachers Dean of Instruction	Formative Evaluation: Software Usage Reports  Summative Evaluation: STAAR Scores				
<p>3) 2nd -5th Grade Students will practice on-line testing for the Reading, Listening and Speaking sections of the TELPAS assessments. Teachers will submit rating though AWARE.</p> <p>Population: All Bilingual Students (B,I, A, PD)</p> <p>Timeline: Fall and Spring January 2019</p> <p>SP7</p>		Teachers Testing Coordinator	Formative Evaluation: Teacher Observations, Log Ins  Summative Evaluation: TELPAS; AMAOS				
<p>4) PK - 5th Grade Students will submit writing samples once per week (past tense &amp;/or expository) TELPAS categories will be reported on AWARE through progress monitoring.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Weekly September 2019 - May 2020</p>		Teachers Dean of Instruction LPAC Members Principal	Formative Evaluation: Teacher Observations, Progress Monitoring, TELPAS Writing Folder  Summative Evaluation: TELPAS; AMAOS, Report Cards				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Implement intervention through RtI Tier Model in order to support student success: Tier I- 90mins devoted to ELA instruction, Tier II- additional 30 mins per day in small group, Tier III- 30 min. per day in individual or small group in addition to the core instruction.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: Daily August 2019 - May 2020</p>		Teachers Dean of Instruction	<p>Formative Evaluation: Observations/Schedules RTI Folders</p> <p>Evaluation: TPRI/TEJAS LEE Results Report Card Grades</p>				
<p>6) Fifth grade Students will use lab activities, District Curriculum, Stemsopes, Discovery Trunks and Edusmart Programs to master Science goals and objectives.</p> <p>Population: All Students, T1, TIM, ELL, AR, Dys</p> <p>Timeline: August 2019 - May 2020</p> <p>SP15</p>		Principal Dean of Instruction Teachers	<p>Formative Evaluation: Teacher Observation; Student Work; Print-out scores &amp; oral responses, Lab Schedule, Walkthroughs</p> <p>Summative Evaluation: STAAR Scores</p>				
<p>7) All migrant students will receive Pk-5th Grade Math and LA supplemental instructional supplies and or clothing to provide them with the necessary tools to be successful and come to school thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive additional supplemental support instructional supplies before other migrant students. These supplies can be used in the classroom or at home.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2019 - May 2020</p> <p>SAA7</p>		Principal Dean of Instruction Site Coordinator (CIS) DMC MSC	<p>Formative Evaluation: NGS Campus Reports</p> <p>Summative Evaluation: Completed Request for Supplemental Support Form w/ students NGS Number and Parents/ Students signature</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) In order to increase awareness of migrant student needs, campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: Campus Administration, Faculty and Staff</p> <p>Timeline: September 2019 - May 2020</p>		Sp. Programs Administrator Principal	<p>Formative Evaluations: Timely placement into Interventions</p> <p>Summative Evaluations: Assessment Scores</p>				
<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</p> <p>Population: Migrant Students</p> <p>Timeline: April 2020</p>		Administration Teachers	<p>Formative Evaluation: Surveys</p> <p>Summative Evaluation: Survey Results</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 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, Fine Arts programs by 5% over 2019-2020 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
1) Chess will be offered in order to increase critical thinking, problem solving and logical reasoning. Teams will be able to compete at local, regional, state and national tournaments,  Population: All Students  Timeline: August 2019- May 2020  SPP6		Administration Chess Coaches	Formative Evaluation: Chess Sign In Sheets, Progress Reports, Practice Logs  Summative Evaluation: Tournament Results, Ratings, STAAR Math Scores				
<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 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:** Benavides Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling /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) Benavides Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities.  Timeline: August 2019 - May 2020		Administration Custodians	Campus energy savings plan will result in decreased 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 campus.  Population: Campus facilities  Timeline: August 2019- May 2020	2.6	Administration Custodial staff	Survey results from campuses and departments will indicate prioritization of the renovation plans.  Formative: Survey  Summative: Evaluation/analysis of survey data				
<b>Funding Sources:</b> 199 Local funds - 2000.00							
							







**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:** Benavides 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) Benavides Elementary will support campus programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments.  Population: Benavides Stakeholders  Timeline: January 2019- May 2019		Principal Dean of Instruction	Funding reports will indicate all funds were expended based on prioritized needs.  Formative: Monthly expenditure reports  Summative: End of year expenditure reports				
<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:** 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:** Benavides 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
<p>1) Federal Programs will continue to fund highly qualified teachers for the purpose of reducing class size in order to increase the performance of all students.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: August 2019- May 2020</p>		Principal	<p>Formative Evaluation: District and Campus Benchmark Scores, Teacher Observations, Student Progress Reports, Classroom Enrollment, Position Control</p> <p>Summative Evaluation: EOY Student Passing Rates</p>				
<p>2) Federal Programs will continue to fund paraprofessionals to supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.</p> <p>Population: T1, TIM, ELL, SE, AR, GT, DYS, All Students</p> <p>Timeline: August 2019-May 2020</p>		Principal	<p>Formative Evaluation: District and Campus Benchmark Scores, Teacher Observations, Student Position Control Walkthroughs Progress Reports</p> <p>Summative Evaluation: EOY Student Passing Rates EOY Scores Assessment Scores Report Cards</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019- May 2020</p>		Campus Administrators Health Service Administrators	<p>Formative Evaluation: Position Control, Time and Effort Logs, Nurse Referrals</p> <p>Summative Evaluation: EOY Attendance Rates</p>				
<p>4) A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents.</p> <p>Population: Identified Dyslexic Students, AR</p> <p>Timeline: Daily, August 2019-May 2020</p> <p>D6</p>		Principal, Dean of Instruction	<p>Formative Evaluation: Teacher Observation; Progress Reports; Student work, Benchmarks</p> <p>Summative Evaluation: STAAR</p>				
<p>5) The Dean of Instruction will work with all instructional staff (PK-5) in all core areas to improve instruction and improve students academic scores by providing research-based professional development opportunities.</p> <p>Population: AR, T1, MI, LEP</p> <p>Timeline: August 2019-May 2020</p>		Principal Administrator for State Compensatory Education	<p>Formative Evaluation: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative Evaluation: STAAR</p>				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Counselors will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups.  Population: AR, T1, MI  Timeline: August 2019 - May 2020  SPP7		Principal Administrator for State Compensatory Education	Formative: Monthly Counselor Logs, student progress reports  Summative: STAAR				
<b>Funding Sources:</b> 211 Title I-A - 2000.00							
<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 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:** Benavides 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) Efforts to retain effective teachers at Benavides Elementary will include recognition over the intercom and different activities per six weeks such as Staff Shout Outs Board to show appreciation for hard work and dedication on particular activities such as UIL, Science Fair, Duty, etc..  Timeline: Aug 2019 - May 2020		Campus Administration Counselors	Teachers will feel appreciated and continue efforts to improve student learning.  Formative: Informal monthly survey  Summative: Results of survey				
							





**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:** Benavides Elementary program areas and campus 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:** Media records , enrollment data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Benavides will promote its history and origins along with current accomplishments through the website and media venues.</p> <p>Population: Benavides Stakeholders</p> <p>Timeline: January 2020- May 2020</p>		Principal Website Master	<p>Campus accomplishments and participation will be showcased through news articles and media venues.</p> <p>Formative: schedule of weekly articles</p> <p>Summative: listing of all campuses that were presented in weekly articles</p>				
<p>2) Benavides will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: Benavides Stakeholders</p> <p>Timeline: January 2019 - May 2019</p>		Campus Principal PIO contact Librarian Counselor Yearbook Contact	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Benavides will update websites at least monthly including showcasing student and community activities.  Population: Benavides Stakeholders  Timeline: January 2020- May 2020		PIO contact	Benavides websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: Checklist of websites indicating are current Summative: Report at end of year for monthly checklist results				
<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 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:** Benavides 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) All staff members will vote on the yearly calendar.  Timeline: May 2020		Principal DEIC Member					







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

**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2019-2020 and will not be disproportionate for any population.

### Evaluation Data Source(s) 1:

ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying and others.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Reduce by 3% yearly the out-of-school suspensions on by researching and evaluating 2019 - 2020 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: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: End of Every Six Weeks                      Sept. 20                      Nov. 1                      Dec. 20                      Feb. 14                      April 3                      May 27</p>		Assistant Principal	<p>Formative Evaluation: Attendance Reports</p> <p>Summative Evaluation: OSS report</p>				
<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 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)





**Performance Objective 2:** Refine and implement all safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** Updated safety plan checklist, published campus safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operations Plan.</p> <ul style="list-style-type: none"> <li>- Plan must be multi-hazard in nature</li> <li>- Must be reviewed and updated annually by the campus safety and security committee.</li> <li>- The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</li> </ul> <p>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.</p> <p>Population: Administration, All Staff</p> <p>Timeline: August 2019-May 2020</p>		Administrators BISD Police & Security	<p>Formative Evaluation: After Action Reviews, Sign-In Sheets</p> <p>Summative Evaluation: Drill Logs</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Campuses must have an identification security system.</p> <ul style="list-style-type: none"> <li>- All faculty must obtain and display an Identification Card while on school grounds</li> <li>- Visitors must present an identification at Sign-In and be escorted at all times.</li> <li>-RAPTOR ID security system will be utilized on all visitors using their ID</li> </ul> <p>Population: Administration, All Staff, Visitors</p> <p>Timeline: August 2019-May 2020</p> <p>SPP16</p>		Principal Staff Security Officer	<p>Formative Evaluation: Visitors Log</p> <p>Summative Evaluation: Raptor Report</p>				
<b>Funding Sources:</b> 199 Local funds - 0.00							
<p>3) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Benavides.</p> <p>Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff</p> <ul style="list-style-type: none"> <li>- Gang Awareness</li> <li>- Bullying</li> <li>- Internet Safety</li> <li>- Drug, Alcohol and Tobacco Awareness</li> <li>- Emergency Operations Plan (EOP)-Safety Procedures</li> </ul> <p>As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: All Staff, Parents</p> <p>Timeline: August 2019- May 2020</p>		<p>Administrators</p> <p>Principals</p> <p>Assistant Principals</p> <p>Counselors</p> <p>Parent Liaison</p> <p>BISD Police and Security Services</p>	<p>Formative Evaluation: Sign-In Sheets</p> <p>Summative Evaluation: PEIMS Discipline Reports, Parent and Staff Meeting Documentation</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Counselors will include programs on violence prevention, bullying, cyber bullying, sexual harassment and conflict resolution during their regular classroom presentations.</p> <p>School Counselors will attend conference in order to maintain curriculum updates and implement new programs used.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: Weekly Presentations August 2019-May 2020</p> <p>SPP2</p>		Counselors	<p>Formative Evaluation: Lesson Plans</p> <p>Summative Evaluation: Office referral report</p>				
<p><b>Funding Sources:</b> 199 Local funds - 1000.00</p>							
<p>5) Scheduled Fire Drills and Campus safety inspections will be conducted monthly to ensure that a safe environment is provided to all.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019-May 2020 Monthly</p>		Assistant Principal Custodians	<p>Formative Evaluation: Campus Safety Reports</p> <p>Summative Evaluation: District Safety Reports</p>				
<p style="text-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. (TEA Ch. 4, Obj. 1)**

**Performance Objective 1:** There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.

**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>1) Parent liaison will make home visits to ensure parent participation in teacher conferences, student attendance and campus/district parent meetings.</p> <p>Population: Parents</p> <p>Timeline: August 2019 - May 2020</p> <p>PS8</p>		Parent Liaison Administration	<p>Formative Evaluation: Mileage Log</p> <p>Summative Evaluation: Contact Log, Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<b>Funding Sources:</b> 211 Title I-A - 0.00							
<p>2) Our parent liaison will hold weekly Parent Meetings to discuss parental issues, lock down/safety procedures, CIP, SBDM, and to encourage parent volunteers. Snacks and beverages will be served.</p> <p>Population: Parents</p> <p>Timeline: Every Friday August 2019- May 2020</p> <p>PS8</p>	3.2	Principal Parent Liaison	<p>Formative Evaluation: Sign in Sheets; Flyers; Agendas, Volunteer Clearance Form</p> <p>Summative Evaluation: Evaluations; End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<b>Funding Sources:</b> 211 Title I-A - 900.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Round Up will be held to share schools goals and procedures with parents and to introduce them to the teachers.</p> <p>Population: Parents Timeline: August 2019</p>		Parent Liaison Teachers	<p>Formative Evaluation: Sign in sheets, School Messenger</p> <p>Summative Evaluation: Evaluations, End of Year, Survey Composite</p>				
<p>4) The campus will host a fall and spring Open House to familiarize parents/community members with the schools procedures, campus performance and teachers expectations.</p> <p>Population: Parents Timeline: October 2018 March 2019</p>	3.2	Administration Teachers	<p>Formative Evaluation: Sign in sheets, School Messenger</p> <p>Summative Evaluation: Evaluations, End of Year Survey Composite</p>				
<p>5) Teachers will ensure parents are aware of student progress and areas of academic concerns through the use of Student Compacts, letters, documented conferences, student planners.</p> <p>Population: Parents Timeline: August 2018 - May 2019</p>		Parent liaison Teacher Administration Parent Students	<p>Formative Evaluation: Student Compact; conference and phone logs, sign in sheets</p> <p>Summative Eval: EOY Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<p>6) Review, revise and disseminate a Parental Involvement Policy so as to delineated how parents will be actively involved at the campus level with the intention to increase participation.</p> <p>Population: Parents Timeline: August 2019</p>	3.1	Parent Liaison Administration	<p>Formative Evaluation: Campus Parental Involvement Policy/Needs Assessments</p> <p>Summative Evaluation: Evaluations; End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Ensure representation of community and parent involvement in the decision-making process. 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: September 2019- May 2020</p>		Dean of Instruction	<p>Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent, Representative List</p> <p>Summative: Composite of meeting minutes/Evaluations, Compliance Checklist Title I-A Parental Involvement Compliance Checklist, STAAR Results Attendance Rate, Discipline Referrals</p>				
<p>8) A fully outfitted room will be located on campus for a Parent Center on our site in order to have a place for parent volunteers to work. Parental involvement meetings will be held in the cafeteria. Make and take sessions will be conducted to increase parental involvement.</p> <p>Population: Parents</p> <p>Timeline: All Year August 2019- May 2020</p>		Parent Liaison Administration	<p>Formative Evaluation: Sign-in sheet, Volunteer Clearance Form</p> <p>Summative Evaluation: End of Year Survey Composite</p>				
	<b>Funding Sources:</b> 211 Title I-A - 2800.00						
<p>9) Library Night will be held to promote family reading and literacy.</p> <p>Population: Parents, All Students</p> <p>Timeline: November 2019 May 2020</p>		Librarian Parent liaison	<p>Formative Evaluation: sign-in sheets</p> <p>Summative Evaluation: End of Year Survey Composite, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<p>10) Conduct an Annual Title I meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents</p> <p>Timeline: September 2019</p>		Parent Liaison Principal	<p>Formative Evaluation: Sign-in sheets; Agenda; minutes</p> <p>Summative Evaluation: Evaluation; End of Year Survey Composite, Parental Involvement Compliance Checklist Title I-A, STAAR Results, Attendance Rate, Discipline Referrals,</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>11) Conduct an annual Title I Parent Survey to evaluate the effectiveness of Parental Involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: April 2019</p>		Parent Liaison Principal	<p>Formative Evaluation: sign-in sheets; agenda; minutes</p> <p>Summative Evaluation: Evaluation; End of Year Survey Composite, Parental Involvement Compliance Checklist Title I-A, STAAR Results, Attendance Rate, Discipline Referrals,</p>				
<p>12) Conduct an Annual meeting to inform parents of the campus performance (AEIS report).</p> <p>Population: Parents</p> <p>Timeline: October 2019</p>	3.2	Parent liaison Administration	<p>Formative Evaluation: Agenda</p> <p>Summative Eval: EOY Survey Composite, Parental Involvement Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<p>13) Parent Liaison and counselors will work on getting more community partners to assist with campus activities and attend parent meetings.</p> <p>Population: Community Partners</p> <p>Timeline: August 2018 - May 2019</p> <p>PS8</p>		Parent Liaison Counselors Administration	<p>Formative Evaluation: Agenda, MOU</p> <p>Summative Evaluation: Surveys, Increased Partnerships, Parental Involvement Compliance Checklist</p>				
<p>14) Disseminate school parent student compact indicating each groups responsibilities to ensure student achievement.</p> <p>Population: Parents, Staff</p> <p>Timeline: September 2019</p> <p>Edit Remove</p>		Principal Liaison Teachers	<p>Formative Evaluation: School Parent Compact, Parental Involvement Compliance Checklist</p> <p>Summative Evaluation: Surveys, Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				
<p>15) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Population: AR, T1, MI</p> <p>Timeline: August 2019 - May 2020</p>		Principal Homeless Youth Administrator	<p>Formative: Identification Questionnaire, Student Progress Reports, Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Youth Project 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, Retention Rate</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>16) Implement a closet on campus to provide identified homeless and unaccompanied youth with hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR, T1, MI, LEP</p> <p>Timeline: August 2019- May 2020</p>		Nurse Parent Liaison	<p>Formative Evaluation: Student Progress Reports</p> <p>Summative Evaluation: STAAR, Attendance Rates, Retention Rate</p>				
<p>17) School messenger will be used in order to inform parents of upcoming meetings, reminders and notices both in English and Spanish in order to increase parent participation.</p> <p>Population: Parents</p> <p>Timeline: September 2019 - May 2020</p>		Principal Parent Liaison	<p>Formative Evaluation: Sign In Sheets, Visitors Log, School Messenger Report</p> <p>Summative Evaluation: Surveys, Parental Involvement Meeting Participation</p>				
<p>18) 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.</p> <p>Population: AR, T1m MI, LEP</p> <p>Timeline: August 2019 - May 2020</p>		PEIMS Administrator Data Entry Clerk	<p>Formative: Monthly eSchool PLUS At-Risk reports will be generated and the Homeless Youth Project will work with the At- Risk Campus Contact to ensure support services are provided to students classified as homeless and Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</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 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) Provide training for administrators and new teachers:                      (a) to effectively utilize eSchools to document 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: Administration, Teachers                      Timeline: August 2019-May 2020</p>		Assistant Principal Counselors	<p>Formative Evaluation: Agenda                      Sign-in sheets</p> <p>Summative Evaluations: Discipline Referrals,                      RTI Behavior Plans</p>				
<p>2) During staff development teachers will be educated on benefits of a strong parent/school partnership and discuss how we can increase the number of parents attending meetings.</p> <p>Population: Teachers                      Timeline: August 2019</p>		Parent liaison Administration	<p>Formative Evaluation: Sign in sheets</p> <p>Summative Eval: EOY Survey Composite,                      Parental Involvement Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Provide Professional Dev. for teachers including Dyslexia &amp; Special Ed teachers in order to implement a comprehensive ELAR/SLAR, science and math instructional program.</p> <p>Response to Intervention (RTI) CCRS (College and Career Readiness Standards) State of Texas Assessment of Academic Readiness (STAAR)-Grades 3-5 Ensenando la lectura-PK Vocabulary Development Fluency &amp; Accuracy Sequencing &amp; Pacing Writing Across the Curriculum Comprehension Strategies Effective research-based teaching practices.</p> <p>Population: All PK3-5th Teachers, Including Sp Ed, Dyslexia, Life Skills and SSI Timeline: August 2019 - May 2020</p>		Dean Of Instruction	<p>Formative Evaluation: Walkthroughs; Lesson plans; daily schedules, ERO Reports</p> <p>Summative Evaluation: STAAR; TELPAS; TPRI/Tejas Lee; NRT; PBMAS; CIRCLE; CPALLS; Benchmarks; Report Cards</p>				
<p>4) Teachers and administrators will attend conferences and training to increase academic knowledge.</p> <p>Provide Professional Development for teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. PK CPALLS, TPRI/Tejas Lee-K-3, Benchmarks 3rd-5th grade, STAAR-3-5, TELPAS</p> <p>Administration will attend Professional Development to acquire any assessment updates</p> <p>Population: All Teachers, PK-5th, Sp Ed, Dyslexia, Bilingual</p> <p>Timeline: August 2019- May 2020</p> <p>SPP1</p>		Principal, Dean	<p>Formative Evaluation: ERO Reports Assessment Scores</p> <p>Summative Evaluation: CPALLS TPRI/Tejas Lee Fluency TELPAS Benchmark Scores</p>				
<p><b>Funding Sources:</b> 199 Local funds - 50.00, 163 State Bilingual - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR</p> <p>Timeline: August 2019 - May 2020</p> <p>SA7</p>		School Administration Homeless Youth Administrator	<p>Formative: Homeless Identification, Questionnaire, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>6) Professional Development, by TST and District TECH personnel, will be provided for students and teachers on computer programs and software in order to increase the integration of technology in classroom instruction.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2018 - May 2019</p> <p>SP13</p>		Principal TST Dean of Instruction	<p>Formative Evaluation: Sign In Sheets, Walkthroughs</p> <p>Summative Eval: Assessments</p>				
							

## Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.



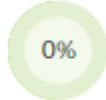

**Performance Objective 1:** Benavides will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**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
<p>1) Classroom technology hardware/computers, laptops, charging carts/stations, tablets, projectors, printers, toners, headphones and ink will be available at a ratio of 4:1 for students in Pre-kinder through 5th Grade and Special Ed to use as a tool for developing academic skills through instructional software and district curriculum (Stemscopes, I Station and other multi-media resources).</p> <p>Desktops will be purchased for administrative/office staff to streamline office productivity.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>August 2019 - May 2020</p> <p>SP12</p>		Principal TST	<p>Formative Evaluation: Computer Lab Reports; Diagnostic Tests, Usage Reports</p> <p>Summative Evaluation: STAAR; Report Cards, Weekly Assessments, Report Cards, TELPAS Scores, STAAR Scores</p>				
<p><b>Funding Sources:</b> 199 Local funds - 3000.00, 211 Title I-A - 89742.00, 162 State Compensatory - 25541.00, 166 State Special Ed. - 3104.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The Accelerated Reading Program with computers/printers for testing will be an instructional component of the campus reading activities in Kinder through 5th grade.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: Daily August 2019 - May 2020</p> <p>SPP14</p>		<p>Teachers Librarian TST Dean of Instruction</p>	<p>Formative Evaluation: Computer Reports, Fluency Logs</p> <p>Summative Evaluation: STAAR; Report Cards, STAAR Results</p>				
<p>3) Parents will have access to Home Access Center to check on students academic progress.</p> <p>Population: PK-5th Grade Parents</p> <p>Timeline: August 2019- May 2020</p>		<p>Teachers Administrators Parents</p>	<p>Formative Evaluation: Application Requests</p> <p>Summative Evaluation: Parent Participation Report</p>				
<p>4) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019 - May 2020</p> <p>SP14</p>		<p>Teachers</p>	<p>Formative Evaluation: Benchmarks, 6 Wks Grades, Projects, Fluency Logs</p> <p>Summative Evaluation: EOY Grades, Promotion/ Retention Rates, STAAR Scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) All kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.  Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys  Timeline: August 2018 - May 2019		TST	Formative Evaluation: Technology 6 wk grades, Student Lab Progress Report, Usage Reports  Summative Evaluation: EOY grades, TELPAS Scores				
6) Site licence for contracted services will be purchased/renewed for instructional purposes.  Population: All Students (Bil, Sp Ed, Dys.)  Timeline: December 2019- December 2020  SP16		Principal Dean TST	Formative Evaluation: 6 wks grades, TPRI/Tejas Lee  Summative Evaluation: TELPAS Scores				
<b>Funding Sources:</b> 211 Title I-A - 2190.00							
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## Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 1:** Increase attendance rate to 96.8% with a target of 97.5% 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
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in 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: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: 2019 Fall Semester Spring Semester 2020</p>		Principal Asst. Principal  Parent Liaisons	<p>Formative Evaluation: Attendance Rates</p> <p>Summative Evaluation: Assessment Scores</p>				



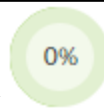
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>Campus recognition of students for Perfect Attendance Achievement that increase learning performance.</p> <p>To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: End of Every Six Weeks Sept. 28 Nov. 9 Dec. 20 Feb. 15 April 12 May 30</p> <p>D1</p>		Principal PEIMS Supervisor Data Entry Clerk Counselor Student Accounting	Formative Evaluation: Attendance Sheets Summative Evaluation: PEIMS Reports, Weekly Report Cards				
<p>3) Teachers and/or home visitor will contact the home when a student is absent and document on phone log.</p> <p>Attendance committee will review attendance, identify issues that contribute to poor attendance and recommend corrective measures.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019 - May 2020</p>		Teacher Parent Liaison	Formative Evaluation: Phone logs  Summative Evaluation: District Attendance reports				



= 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.

**Performance Objective 2:** Benavides will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%.

**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>1) 5th Grade Students will participate in our campus career day set up by our counselors.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: March 2019</p>		Counselors	<p>Formative Evaluation: Sign In Sheets, Student Attendance Document</p> <p>Summative Evaluation: Counselors Survey Results</p>				
<p>2) Staff and students will participate in District College Awareness Day.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: Every Friday District Designated Days</p>		Counselors	<p>Formative: Sign In Sheets, Student Attendance Document</p> <p>Summative: Counselors Survey Results</p>				
<p>3) Benavides Elementary will implement College assignments per grade level in PK-5th Grade. Students will learn about their assigned university. Students will research about their university and report to all during Friday's morning announcements.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: Every Friday September 2019 - May 2020</p>		Counselors	<p>Formative: Sign In Sheets</p> <p>Summative: Essay, Friday Announcements, School Spirit</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) A Semester and End of the Year Achievement Ceremony where students will be acknowledged for their accomplishments.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: December 2019 and May 2020</p> <p>D1</p>		Teachers Counselors	<p>Formative Evaluation: Attendance Reports, Report Cards</p> <p>Summative Evaluation: Student Surveys, Assessment Scores</p>				
<p><b>Funding Sources:</b> 199 Local funds - 2000.00</p>							
<p>5) Benavides Elementary will provide tutorials and remediation strategies in the core-area subjects for low-performing students in order to decrease the retention rate and improve student achievement.</p> <p>Extended Day will be offered to students after school.</p> <p>SSI tutorials will be offered for 5th graders needing extra assistance in order to meet state requirements.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, Dys</p> <p>Timeline: October 2019 January -March 2020</p> <p>SA4</p>		Dean of Instruction	<p>Formative: eSchoolPlus generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 62182.00, 211 Title I-A - 46500.00</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.



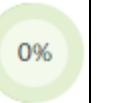




**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**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. CATCH meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The school nurse will provide health care for students and staff.</p> <p>Training for medications will be given as needed.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p>		Principal Nurse Head Custodian	<p>Formative Evaluation: Observation, Nurse Referrals</p> <p>Summative Evaluation: Attendance Records</p>				
<p>Timeline: Daily, August 2019 - May 2020</p> <p>SPP1</p>	<p><b>Funding Sources:</b> 199 Local funds - 1000.00, 211 Title I-A - 2500.00</p>						
<p>2) Custodial cleaning supplies will be purchased in order to maintain a clean, healthy, viral free environment.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p>		Nurse Head Custodian	<p>Formative Evaluation: Observation, Nurse Referrals</p> <p>Summative Eval: Clean Environment</p>				
<p>Timeline: August 2019 - May 2020</p> <p>SPP3</p>	<p><b>Funding Sources:</b> 199 Local funds - 7000.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Office supplies, discipline forms will be purchased to maintain a safe and discipline environment conducive to students learning.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019- December 2020</p> <p>SPP3</p>		Secretary	<p>Formative Evaluation: Observation</p> <p>Summative Evaluation: Nurse Referrals, Attendance Records</p>				
<p>4) 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.</p> <p>Population: All Students; T1, TIM, ELL, SE, AR, GT, Dys.</p> <p>August 2019- thru May 2020</p>		<p>Health Services Administrator</p> <p>Physical Ed. Specialist</p> <p>Campus Administrators</p> <p>Physical Ed. Teachers</p> <p>School Nurse</p> <p>CATCH Team Members</p> <p>ARD &amp; 504 Teachers</p>	<p>Formative Evaluation-Updated District Policy, Classroom Observations, Lesson Plans</p> <p>Summative Evaluation-TEA required report for Fitness Assessment Results &amp; Student Follow-up</p>				
<p>5) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program.</p> <p>Population: All Students; T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019 - May 2020</p>		CATCH Chairperson	<p>Formative Evaluation-Implementation Documentation CATCH Lesson Plans</p> <p>Summative-CATCH Binder, Health Grades</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) 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 to be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>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.</p> <p>Population: All Students, T1, TIM, ELL, SE, AR, GT, Dys</p> <p>Timeline: August 2019 - May 2020</p>		Coaches	<p>Formative Evaluations: Lesson Plans, Schedules</p> <p>Summative Evaluations: Attendance Records, PDAS Evaluations</p>				
<p>7) All students will use Project Fit America outdoor fitness equipment in order to improve muscular strength and endurance.</p>		Coaches	<p>Formative Evaluation: Physical Fitness Curriculum</p> <p>Summative Eval: Fitness Gram</p>				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# State Compensatory

## Personnel for Benavides Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Garcia	Dyslexia Teacher	Dyslexia	1
Dean of Instruction	Dean of Instruction	Dean of Instruction	1
Gladys Suarez	Dyslexia Teacher	State Comp	1
Lynda Cisneros	Counselor	Counseling	.5
PK Teacher	PK 4 Teacher	PK	3

# **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 to determine the strengths and needs of students, staff, parents before deciding how to use available local, state, and federal budget allocations. SBDM committee reviewed student, staff and parent surveys. Based on the CNA, the committee decided to use a portion of the Title I, Part A, to concentrate on purchasing ipads, laptops, computers, and printers and ink. In addition, the campus will focus 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 2019-2020 and to increase the Masters performance level in all content areas. In addition, improve attendance percentage to meet goal of 97.5%, to decrease the academic gap between Non-Lep /Lep Students and increase passing percentage of Special Education students.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Benavides Elementary SBDM Committee met to review data as well as needs assessments in order to develop CNA as well as needed activities, budget and personnel available to ensure success in all school wide components. All areas were considered when looking at the Districts CIP.

### **2.2: Regular monitoring and revision**

SBDM Committee will meet throughout the 2019-2020 school year to review the CIP for revisions, budget updates, and formative reviews to be made in November, January, April and June.

### **2.3: Available to parents and community in an understandable format and**



# language

Campus Improvement Plan is available in English with the Dean and Parent Liason and translated upon request.

## **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 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/Saturday tutorial program and/or enrichment courses based on his/her individual needs. RTIs will also be opened for any student who is struggling. Extended Day Activities such as AR Reading Program, Prodigy Math, IStation, Imagination Math, Peer tutoring, and Novel Reading.

## **2.5: Increased learning time and well-rounded education**

At Benavides Elementary all students are given opportunities to increase their learning time and have well rounded education with our special programs. Benavides has a music class, an art class, cheerleading, among other clubs. We encourage Accelerated Reading as well as UIL, Science Fair and many opportunities for collecting items for donations. A dyslexia pull out program serves those 504 students who need additional help on a daily basis. RTI committee meets in order to review strategies for students who are struggling. We do offer bilingual instruction as well as differentiated curriculum for those in the Gifted and Talented Program.

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

After school/Saturday tutorial programs are offered to all students in need especially those at risk. Title I Funds along with state comp and local funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

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. Benavides will use minimal Migrant Funds to purchase curriculum and school supplies for their identified Migrant PFS. This is determined by a migrant student's needs survey administered to the PK-5<sup>th</sup> grade teachers. PFS Migrant students will receive instructional supplies in order to maintain their academic needs.

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. Campus uses their Bilingual funds to purchase supplemental supplies such as Target Math Wall, instructional supplies, and bilingual tutorials.

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives.

The campus uses their State Compensatory funds for afterschool tutorials, computer-based instruction, and supplemental instructional resources.

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. Benavides uses Inclusion in all grade levels, Buddy Program of Life Skills Students, Smart Boards and MOVI for instruction and SRA for Reading support. Benavides is working on increasing the number of students from the PPCD unit being mainstreamed into the general education classrooms.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent liaison will distribute the Parent and Family Engagement Policy at the beginning of the 2018-2019 school year and have it available for new registrants upon their arrival to campus as part of the registration process. The Parent Liaison will review the Parent and Family Engagement Policy during scheduled 9:00 am, Friday morning, parent meetings in the school cafeteria. Meetings are bilingual, they are conducted in English with Spanish translations. The Parent Liaison and SBDM parent volunteers will review and revise the policy throughout the school year, as well as review policy with SBDM at the end of the school year.

### **3.2: Offer flexible number of parent involvement meetings**

Parent meetings will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center including Curriculum Specialist, District department heads as well as community members. Parent meetings will focus on how to help students achieve in the content areas, meet attendance requirements, state assessments including SSI, ELL services that support college readiness, digital citizenship, counseling/bullying, GALAXY-GT Program information, and the importance of parent involvement, in addition to having presenters address various community services and resources that are available, issues on child health and safety, and parenting skills. All meetings are held in the school cafeteria. Meetings are conducted in English with Spanish translations. Events such as library nights, school pep rallyies, choir programs and award assemblies always have important dates and reminders to mention to the parents. All parents are invited and notified in various ways prior to the meetings. This year additional sessions of library night will be offered in order to encourage curriculum meetings in the evenings in an effort to increase parental involvement.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carolina Valles	Library Aide	Title 1	1
Deyanira Garcia	Nurse	Title 1	1
Janie Anzaldua	Home Visitor	Home Visitor	1
Petra Nunez	Dyslexia Paraprofessional	Dyslexia	1

# 2019-2020 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sherry L. Stout	Principal
Meeting Facilitator	Blanca Gutierrez	Dean of Instruction
Non-classroom Professional	Hilda Maldonado	Librarian
Classified Staff	Janie Anzaldua	Parent Liaison
Classroom Teacher	Corina Martinez	Fourth Grade Teacher
Classroom Teacher	Amanda Borrayo	Third Grade Teacher
Classroom Teacher	Leticia Saenz	PE Coach
Classroom Teacher	Mary Garcia	First Grade Teacher
Classroom Teacher	Carla Leyva	Fourth Grade Teacher
Business Representative	Darlene Gonzalez	Business
District-level Professional	Carol Lutsinger	Specialist
Non-classroom Professional	Ricardo Bolivar	Special Ed Teacher
Classroom Teacher	Rosemarie Hinojosa	Classroom Teacher
Community Representative	Jessica Cuevas	Moody Clinic
Parent	Stephanie Puente	Parent
Parent	Martha Benavidez	Parent
Business Representative	Jennifer Garcia	Blissful Cake Shop
Classroom Teacher	Yolanda Borja	Kinder Teacher
Parent	Deana Garza	Parent
Classroom Teacher	Claudia Rosenbaum	Second Grade Teacher
Community Representative	Yolanda Resendez	Community Member

# District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Copy Paper	199-11-6396-00-135-Y-11-000-Y	\$2,000.00
1	1	4	Media	199-11-6399-16-135-Y-11-000-Y	\$500.00
1	1	5	Reading Materials	199-12-6329-00-135-Y99-000-Y	\$2,500.00
2	1	2	Furniture	199-11-6399-45-135-Y-11-000-Y	\$2,000.00
5	2	2	Raptor renewal	199-23-6249-65-Y-35-Y-99-000-Y	\$0.00
5	2	4	Counseling General Supplies	199-31-6399-00-135-199-000-Y	\$1,000.00
7	1	4	Substitutes	199-11-6112-18-135-Y-11-000-Y	\$50.00
8	1	1	General Supplies	199-11-6399-62-135-Y11-000-Y	\$2,000.00
8	1	1	Supplies/Toner	199-23-6399-00-135-Y99-000Y	\$1,000.00
9	2	4	Awards	199-11-6498-00-135-Y-11-000-Y	\$2,000.00
9	3	1	General Supplies	199-33-6399-00-135-Y-99-000-Y	\$1,000.00
9	3	2	Custodial Supplies	199-51-6315-00-135-Y99-000-Y	\$7,000.00
<b>Sub-Total</b>					\$21,050.00
<b>Budgeted Fund Source Amount</b>					\$21,050.00
<b>+/- Difference</b>					<b>\$0</b>
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Supplies & Materials LCL	162-11-6398-62-135-Y-30-000-Y	\$25,541.00
9	2	5	Extra Duty Pay	162-11-6118-00-135-Y-24-SSI-Y	\$7,182.00
9	2	5	Extra Duty Pay	162-11-6118-00-135-Y-30-000-Y	\$55,000.00
<b>Sub-Total</b>					\$87,723.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Budgeted Fund Source Amount</b>					\$87,723.00
<b>+/- Difference</b>					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Instructional Supplies	163-11-13	\$2,600.00
7	1	4	Substitutes	163-13	\$2,000.00
<b>Sub-Total</b>					\$4,600.00
<b>Budgeted Fund Source Amount</b>					\$4,600.00
<b>+/- Difference</b>					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Supplies	166-11-6399-00-135-Y-23-0P3-Y	\$100.00
1	1	9	Supplies	166-11-6399-00-135-Y-23-0P1-Y	\$158.00
1	1	9	Supplies	166-11-6399-00-135-*Y-23-0P4-Y	\$158.00
8	1	1	Computer Equipment	166-11-6398-62-135-Y-23-0P3-Y	\$704.00
8	1	1	Computer Equipment	166-11-6398-62-135-Y-23-0P1	\$1,200.00
8	1	1	Computer Equipment	166-11-6398-62-135-Y-23-0P4-Y	\$1,200.00
<b>Sub-Total</b>					\$3,520.00
<b>Budgeted Fund Source Amount</b>					\$3,520.00
<b>+/- Difference</b>					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Books/supplies	211-11-6329-00-135-Y-30-0F2-Y	\$10,000.00
1	1	4	Copy Paper	211-11-6396-00-135-Y-30-0F2-Y	\$2,000.00
1	1	4	General Supplies	211-11-6399-00-135-Y-30-0F2-Y	\$35,434.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplies	211-12-6399-00-135-Y30-0F2-Y	\$2,500.00
1	1	5	Reading Materials	211-12-6329-00-135-Y30-0F2-Y	\$2,500.00
3	2	6	General Supplies	211-31-6399-00-135-Y30-0F2-Y	\$2,000.00
6	1	1	General Supplies	211-61-6399-00-135-Y30-0F2-Y	\$0.00
6	1	2	Mis.	211-61-6499-53-135-Y30-0F2-Y	\$900.00
6	1	8	Laminating Machine	211-61-6398-00-135-Y-30-0F2-Y	\$2,800.00
8	1	1	Supplies and Materials	211-11-6398-62-135-Y30-0F2-Y	\$55,000.00
8	1	1	General Supplies	211-11-6399-62-135-Y30-0F2-Y	\$15,000.00
8	1	1	Software Licences & Renewals	211-11-6299-62-135-0F2-Y	\$15,000.00
8	1	1	Printers	211-23-6398-00-135-Y30-0F2-Y	\$4,000.00
8	1	1	Printers	211-23-6398-65-135-Y30-0F2-Y	\$742.00
8	1	6	Licence Fee	211-11-6299-62-135-Y30-0F2-Y	\$2,190.00
9	2	5	Extended Day Extra Duty Pay	211-11-6118-00-135-Y-30-ASP-Y	\$46,500.00
9	3	1	General Supplies	211-33-6399-00-135-Y30-0F2-Y	\$2,500.00
<b>Sub-Total</b>					\$199,066.00
<b>Budgeted Fund Source Amount</b>					\$199,066.00
<b>+/- Difference</b>					<b>\$0</b>
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Supplies	263	\$2,000.00
1	1	10	Prof. Dev and Resources	263	\$3,684.00
<b>Sub-Total</b>					\$5,684.00
<b>Budgeted Fund Source Amount</b>					\$5,684.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$321,643.00</b>